DOCUMENT RESUME

ED 040 962 SP 004 011

AUTHOR	Stinnett, T. M.; Pershing, Geraldine E.
TITLE	A Manual on Certification Requirements for School Personnel in the United States. 1970 Edition.
INSTITUTION	National Association of State Directors of Teacher Education and Certification.; National Commission on Teacher Education and Professional Standards, Washington, D.C.
PUB DATE	70
NOTE	229p.
AVAILABLE FROM	Publication-Sales Section, National Education Association, 1201 Sixteenth St., N.W. Washington, D.C. 20036 (No. 381-11810; $6.00)
EDRS PRICE	EDRS Price MF-$1.00 HC Not Available from EDRS.
DESCRIPTORS	Accreditation (Institutions), *Certification, *Manuals, *School Personnel, *Standards, State Standards, Teacher Certification, Teacher Education
IDENTIFIERS	United States

ABSTRACT

This latest edition (last in 1967) contains four chapters, the first a general discussion of "Innovations in Teacher Education, Certification, and Accreditation" dealing with the whole area of professional governance. Chapter 2 is a descriptive summary of "Preparation-Certification Standards and Procedures." Subtopics: Elementary Teachers, Secondary Teachers, Administrators; Fifth Year of Preparation; Increased Levels of Preparation; Significant Changes Since 1967; Personnel Required To Hold Certificates; Types of Certificates Issues; Separate-Name Certificates; Special Certification Programs; Special Teacher Education Programs; The Certification Authority; Misassignment of Teachers; Revocation of Certificates; Approved-Program Approach; Procedures for Out-of-State Applicants; Use of Examinations in Certification; Alternate Routes to Certification; Reciprocity in Certification; Teacher Education Accrediting Procedures; Control of State Colleges; Advisory Councils; Professional Practices Acts; Certification Review Committees; Chief Problems of the States; The Shape of Things to Come; Teaching in Canada. Chapter 3, the major section, is a listing of "Certification Requirements for Teachers, Supervisors, Administrators, and Special School Service Personnel" arranged by states and territories. Chapter 4 lists "Teacher Education Institutions and Approved Programs" by states. A list describing state advisory councils on teacher education (or comparable agencies) is appended. (JS)

ED040962

THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS, NATIONAL EDUCATION ASSOCIATION, IN COOPERATION WITH THE NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A Manual on Certification Requirements for School Personnel in the United States

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICROFICHE REPRODUCTION ONLY.

1970 Edition

by
T. M. STINNETT
Visiting Professor of Education
College of Education
Texas A&M University

with the assistance of
GERALDINE E. PERSHING
Publications Production Editor
NEA National Commission on Teacher Education
and Professional Standards

NATIONAL EDUCATION ASSOCIATION
1201-16th Street, N.W., Washington, D.C. 20036

SP004011

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

Copyright © 1970 by the National Education Association of the United States. All rights reserved. Further reproduction in whole or part by permission only.

Library of Congress Catalog Card No. 75-121786.

Additional copies of *A Manual on Certification Requirements for School Personnel in the United States,* 1970 Edition, may be obtained at $6 each from the Publications-Sales Section, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036. Quantity discounts: 2-9 copies, 10 percent; 10 or more, 20 percent. Shipping and handling costs will be added to billed orders. Order Stock No. 381-11810.

Previous editions of the *Manual* were issued in 1951, 1953, 1955, 1957, 1959, 1961, 1964, and 1967.

FOREWORD

This edition of the *Certification Manual* again provides a handy source of information about requirements for teaching and other school positions in the various states. But it does much more. This volume, particularly Chapter I, goes far beyond the subject of certification per se. It delves into a whole host of mechanisms and activities in professional governance which are related to standards. The *Manual* has become a report on many developments other than certification—accreditation, professional standards and practices legislation, new staffing patterns, teacher aides; indeed, governance of the profession. A next edition might well be called a manual on standards and governance of the teaching profession.

We continue to be fortunate in having T. M. Stinnett mastermind the writing and production of this publication. To date he has depended mainly on the data gathered from state directors of teacher education and certification. In the future, a number of other sources obviously will need to be consulted—state legislation, documents of state education associations, records of professional standards and practices bodies, documents of the Commission of the States, and reference materials from other groups—and the secretariats of such groups will need to be polled.

During the three years since publication of the 1967 *Manual,* the developments in certification (and in other aspects of professionalization in teaching) have been substantial and, it is hoped, are precursors of developments in the decade to come. A perspective on these developments is included here as in probably no other volume.

The first chapter of this edition of the *Manual* takes a broader view of what is happening in teacher education and certification than it has taken in previous volumes. We enjoy the harvest of Mr. Stinnett's rich and varied experience, the seasoned insights of a man who has lived with the growing pains of teacher education but who remains critical and intensely perceptive; and they make exciting reading of what could be dull stuff.

Roy A. Edelfelt
NCTEPS Executive Secretary

NEA NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS, 1969-70

Donald C. Roush, Chairman
Academic Vice-President
New Mexico State University, University Park

Marjorie Frazier
Teacher, Walker Elementary School
Wayne, Michigan

Margaret Grothey
Secondary School Teacher
Laconia, New Hampshire

W. C. Meierhenry
Chairman, Department of Adult and
Continuing Education
Teachers College, University of Nebraska, Lincoln

Dorothy V. Meyer
Director of Education, Cambridge Model Cities
Cambridge, Massachusetts

Marguerite Pasquale
Secondary School Teacher
Tucson, Arizona

Bobbie Wilborn
Counselor, David W. Carter High School
Dallas, Texas

Lois Williams, Chairman-Elect
In-Service Consultant
Montebello Unified School District
Montebello, California

CONSULTANTS

W. Theodore Boston
President, 1969-70
National Association of State Directors
of Teacher Education and Certification

Doran Christensen
Chairman, 1969-70
Organization of State TEPS Chairmen
and Consultants

Charles Gonzales
President, 1969-70
Student National Education Association

Rolf W. Larson
Director
National Council for Accreditation
of Teacher Education

Edward C. Pomeroy
Executive Secretary
American Association of Colleges
for Teacher Education

Robert Poppendieck
Director of Field Services
Bureau of Educational Personnel Development
U.S. Office of Education

STAFF

Roy A. Edelfelt
Executive Secretary

D. D. Darland
Associate Executive Secretary

Dirck W. Brown
Associate Secretary

Bernard H. McKenna
Associate Secretary

Margaret Knispel
Assistant Secretary

Patricia M. Lawlor
Assistant Secretary

Osborne A. Payne
Director, NEA*SEARCH

NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION

Executive Committee, 1969-70

W. Theodore Boston, President
Maryland State Department of Education

Otto G. Ruff, President-Elect
Colorado State Department of Education

Wendell C. Allen, Past President
Washington State Office of Public Instruction

Elizabeth C. Lloyd, Secretary-Treasurer
Delaware State Department of Public Instruction

William P. Viall, Executive Secretary
Western Michigan University

Regional Vice-Presidents

Northeast: **J. Wilfrid Morin**
Maine State Department of Education

Central: **Orrin Nearhoof**
Iowa State Department of Public Instruction

Southern: **A. Gordon Brooks**
Virginia State Board of Education

Far West: **Dorcey S. Riggs**
Idaho State Department of Education

CONTENTS

Foreword iii

Author's Preface ix

CHAPTER I. INNOVATIONS IN TEACHER EDUCATION-CERTIFICATION-ACCREDITATION 1

The Future Structure of Teacher Education . . . Changes in the Certification Process . . . New Dilemmas in Accreditation . . . Study of Part-Time Teachers . . . Florida Study of Flexible Staff Organization . . . Differentiated Staffing

CHAPTER II. SUMMARY OF PREPARATION-CERTIFICATION STANDARDS AND PROCEDURES 23

Elementary Teachers, Secondary Teachers, Administrators . . . Fifth Year of Preparation . . . Increased Levels of Preparation . . . Significant Changes Since 1967 . . . Personnel Required To Hold Certificates . . . Licensure of Subprofessionals . . . General Requirements for Certificates . . . Types of Certificates Issued . . . Separate-Name Certificates . . . Special Certification Programs . . . Special Teacher Education Programs . . . The Certification Authority . . . Misassignment of Teachers . . . Revocation of Certificates . . . Approved-Program Approach . . . Procedures for Out-of-State Applicants . . . Use of Examinations in Certification . . . Alternate Routes to Certification . . . Reciprocity in Certification . . . Teacher Education Accrediting Procedures . . . Control of State Colleges . . . Advisory Councils . . . Professional Practices Acts . . . Certification Review Committees . . . Chief Problems of the States . . . The Shape of Things To Come . . . Teaching in Canada

CHAPTER III. CERTIFICATION REQUIREMENTS FOR TEACHERS, SUPERVISORS, ADMINISTRATORS, AND SPECIAL SCHOOL SERVICE PERSONNEL 73

Alabama 73

Alaska 76

Arizona 77

Arkansas 78

California 80

Colorado 82

Connecticut 83

Delaware 85

District of Columbia 87

Florida 89

Georgia 90
Hawaii 92
Idaho 93
Illinois 96
Indiana 97
Iowa 98
Kansas 99
Kentucky 101
Louisiana 104
Maine 106
Maryland 109
Massachusetts 111
Michigan 113
Minnesota 114
Mississippi 116
Missouri 117
Montana 119
Nebraska 120
Nevada 122
New Hampshire 124
New Jersey 125
New Mexico 128
New York 131
North Carolina 133
North Dakota 134
Ohio 135
Oklahoma 137
Oregon 139
Pennsylvania 141
Puerto Rico 143
Rhode Island 145
South Carolina 148
South Dakota 149
Tennessee 151
Texas 153
Utah 155
Vermont 157

Virginia 158
Washington 160
West Virginia 162
Wisconsin 163
Wyoming 165

CHAPTER IV. TEACHER EDUCATION INSTITUTIONS AND APPROVED PROGRAMS (INCLUDES STATE-BY-STATE LISTING) 167

APPENDIX ADVISORY COUNCILS ON TEACHER EDUCATION 215

TABLES

CHAPTER II

1. Minimum Requirements for Lowest Regular Teaching Certificates 48
2. Specific Minimum Requirements for Elementary School Certificates Based on Degrees 50
3. Specific Minimum Requirements for Secondary School Certificates Based on Degrees 52
4. Basic and Minimum Requirements for Authorization To Teach an Academic Field or Subject 54
5. Basic and Minimum Requirements for Authorization To Teach a Special Field or Subject 59
6. Minimum Requirements in Degrees and Semester Hours for Administrative Certificates 64
7. Types of School Personnel Required by State Law or Regulation To Hold Certificates 66
8. General Requirements for Teaching Certificates 68
9. Allocation of Certification Authority, with Limitations, and Approval of Institutions for Teacher Education 70

CHAPTER IV

1. Classification of Approved Teacher Education Institutions According to Function and Control 168
2. Number of Approved Teacher Education Institutions with Types of Accreditation 169
3. Classification of Approved Teacher Education Institutions According to Highest Degree Offered 170

Approved Teacher Education Institutions, Types of Accreditation, and Types of Teacher Education Programs for Which Approved (state-by-state) 172

AUTHOR'S PREFACE

The preparation of this ninth volume in the series of *Manuals* (1951, 1953, 1955, 1957, 1959, 1961, 1964, 1967, and 1970) has been, perhaps, the most exciting and satisfying to me. The basic reason is that there seems to be an unprecedented movement among the state directors of teacher education and certification toward meeting the awesome challenges of the times. This is evident in the new positions for which preparation and certification programs have been defined. It is evident in the dramatic reforms being made and in those proposed for future implementation. It is evident in the comprehensive efforts to simplify the processing of certification applications and in the widespread abandonment of nit-picking course identification and credit-counting, with expanding reliance upon institutional recommendations. It is evident, perhaps most of all, in a new concept of the proper role of the state legal authorities: that of leadership and stimulation rather than obsession with authority and legalisms. Of course, there is yet a long way to go, as is true of all education, but the movement is under way with gathering momentum.

As with the origin and continuing production of the *Manual,* this volume and its predecessors constituted something of a labor of love on the part of both the NEA National Commission on Teacher Education and Professional Standards and the writer. Its motivation has been deeply grounded, basically, in a sense of service to the profession and in a deep sense of faith in the extraordinary importance of the state teacher education-certification offices to affect materially the quality of public education. Although I have no precise figures to support it, I surmise that the proceeds from the volumes have scarcely covered the costs of publication, let alone the heavy cost of staff time and other expenses of compiling the materials and preparing the manuscripts.

In order to effect economies and to simplify the text, several tables have been dropped in this edition, as well as the former Chapter III, "Guides to Securing Teaching Positions in the United States and Abroad."

As with virtually all editions of the *Manual,* Geraldine E. Pershing of the NCTEPS staff has performed the really drudging task of collecting the necessary materials, tabulating them, preparing the tables, editing the manuscript, and processing all the minute details through to publication. For these, she has my admiration and thanks. Edna N. Frady, now with the NEA National Higher Education Association, again rendered valuable assistance in the production of this volume. Mrs. David Clark transcribed the questionnaire replies from the states and typed the final manuscript copy.

Not because it is traditional, but because it is true, once again we add that this volume could not have been brought into being without the splendid cooperation of the respective state directors of teacher education and certification.

T. M. Stinnett

College Station, Texas
January 1970

INNOVATIONS IN TEACHER EDUCATION-CERTIFICATION-ACCREDITATION

The period 1964-67, which was treated in the 1967 Edition of the *Manual,* was described in that volume as one of "relative calm," as one in which attacks on state teacher education-certification-accreditation procedures had diminished somewhat. The impact of federal school legislation upon the procedures had not yet appeared in the reports from the states. But the charge persisted that the Establishment continued to resist change rather than influence it.

Significantly, the 1970 Edition reports great ferment among the state education legal authorities in the search for new and better procedures in the teacher education-certification-accreditation process. It is clearly evident, from the reports described in this volume, that the (Old) Establishment—as represented by the American Association of Colleges for Teacher Education (AACTE), the NEA National Commission on Teacher Education and Professional Standards (NCTEPS), the Council of Chief State School Officers (CCSSO), and the National Association of State Directors of Teacher Education and Certification (NASDTEC)—is moving with vigor and determination to effect changes appropriate to new conditions.

The evidence would appear to indicate a shift in direction insofar as NASDTEC is concerned, which may be summarized in one sentence: The new direction is away from inflexible adherence to the regulatory function and toward constructive, dynamic leadership—from the enforcement role to a stimulation role. Conversely, it appears, the inertia of the New Establishment (as represented by the proponents of the meritocracy concept of education) toward some time-honored practices is being overrun by the flow of the times (see comments on accreditation, admission policies, standardized tests, pages 16-18). In summary, it appears that it is the establishmentarians who are now on the defensive; the Old Establishment is on the offensive.

This is perhaps too simplistic a description. What has in the past been designated as the Old Establishment and the New Establishment are being broken up by the flow of the times. Totally new alignments are evolving.

This is not really a struggle for power, or a struggle for control of education, between two groups of combatants. It is really a struggle between society at large and proponents of the status quo. Society necessarily upholds the thesis that education, at whatever level, should serve to the fullest possible degree the needs of all, nurturing the potentials of all. Arrayed in resistance to this thesis are those devoted to the conservation of the status quo, a group that might be termed as one educational establishment consisting of institutions, agencies, organizations, and personnel who would defend and protect education and its institutions much as they have been.

Another way to view the conflict is to state that it is between those who advocate the continued development of an intellectual aristocracy and those who tend to the egalitarian concept of the purposes of education.

Essentially, the conflict comes to focus in the search for a redefinition both of the goals of education and of the roles of various segments of educational personnel. In short, one segment tends to drive toward conserving existing institutions and practices while another is in revolt against the obsolescenses both of education and of educational institutions. The latter group demands a system of self-determinism in control of the teaching profession in the lower schools in order to be in the position to assure better teaching and better learning conditions. This latter group is not likely to make a peace of expediency with the former. Thus, we are witnessing a new and continuing aggressiveness among personnel in the lower schools, aimed at securing the power to alter education for all, toward higher levels of quality.

The "Introduction" to the 1967 *Manual* presented a plea to state teacher education-certifica-

tion directors for concerted efforts to reach agreement regarding seven areas:

1. A basic rationale for the free movement of qualified teachers across state lines.
2. A simplification of the number and names of types of certificates.
3. A universally accepted definition and design for implementation of the approved-program approach.
4. A reasonably uniform approach—in both standards or criteria and processes—to state accreditation (approval) of teacher education programs.
5. A reasonably uniform approach to providing for democratic participation of the teaching profession in the formulation of certification requirements (through advisory councils, committees and commissions, examining boards—whether legal or extralegal or voluntary—as well as through professional practices commissions and professional standards boards).
6. The establishment of review boards to examine credentials and backgrounds of applicants and to advise certification authorities in cases where exceptions to the established prescriptions, as a matter of fairness and justice, may be indicated.
7. Finding antidotes for the widely alleged defensiveness about current practices in teacher education and certification.

In all seven areas, and others, the reports from the state directors indicate widespread exploration and change or proposed change. This is not to imply that the plea in the 1967 Edition influenced these changes. As a matter of fact, it was the impact of changes in education, a build-up of pressures arising from many sources. New federal programs, studies financed by federal funds, concerns for the education of the disadvantaged, needed revisions in school staffing patterns, pressures from the profession to further simplify the processing of certification applications, and innovation in teacher education were among the major causal factors. Whatever the causes, state programs and processes in teacher education-certification-accreditation are clearly moving with vigor toward meeting new needs. Of course, in a few states there is little evidence of dynamic action, only a comfortable clinging to the status quo or a puzzled questioning of what to do, mostly the latter. But from the evidence recorded in this *Manual,* the state authorities in general can no longer be charged with inertia and resistance to change.

It is true, there is much bandying about of shibboleths, the creation of new words by which an exciting new jargon has found its way into education. This may or may not presage new and more effective practices. In some instances, yes; in others, no. A new vocabulary with reference to state procedures has come into being. Some of the new words and phrases are "performance criteria," "differentiated staffing," "the teacher and his staff," "career teacher," "clinical experience," and that newest of all clichés, "relevancy."

The Future Structure of Teacher Education

With the virtual disappearance of the single-purpose teacher education institution and with the huge size of the state colleges and universities resulting from this transformation, nobody can be sure of the future structure of teacher education. It may be lost in the bigness of institutions.

From evidence already discernible, three broad, probable developments are in the offing: (1) a predictable drastic overhaul of past campus routines and procedures, including student-teaching reforms; (2) a drastic shift of preparation programs to city school systems; and (3) an increasing reliance upon the strengthening of state procedures for teacher education-certification-accreditation.

With respect to these developments, the following departures seem apparent:

1. *Earlier and greater exposure of education students to the actual teaching situation.* This will include the assignment of student teachers as part-time teacher helpers, often with pay on an hourly basis, as a supplement to the usual laboratory experiences. There is general discontent with overall student-teaching programs as being academic rather than pragmatic. The substitution of practicums, including paid internships, seems to be inevitable. Especially is this true for those preparing to teach in inner-city schools. Already some large universities have virtually abandoned

their established student-teaching programs. One dean of a graduate school of education writes:

> We have completely abolished student teaching in the traditional sense. Now we recruit young people toward the end of their undergraduate years to come to the university elementary school as teacher aides. They are not observers, however; they are immediately absorbed into a teaching team where they have definite responsibilities to fulfill. Following graduation with the bachelor's degree, some of them stay on as interns for the entire year. They are paid an hourly rate throughout the aide and intern experience. Then we select a very few people out of this group for what we call a residency. These promising individuals are paid approximately three-fourths of the regular salary and become members of the teaching staff, almost always working in teaching teams.

That profound changes are ahead in the area of the usual laboratory experiences is reflected in already widespread adaptations. Closed-circuit TV, microteaching, microfilms, and video tapes are being used on many campuses to analyze teaching strengths and weaknesses, supplementing many of the mass observation procedures as well as some of the actual teaching or internship experiences. There is evidence that the number of Master of Arts in Teaching (M.A.T.) programs, involving internship, is increasing.

2. *The shift of preparation programs from the campus to large city school systems.* This has resulted from the unique problems of the big cities. Campus programs all too often follow the well-seasoned routines of preparing teachers for middle-class or suburban settings.

While most of the school system preparation programs are developed in close cooperation with nearby universities, some are developing wholly on the initiative and resources of the school districts. Such systems establish their own Committee on Preparation Programs, taking liberal arts graduates and putting them through a teacher aide and internship program of orientation to teaching.

It is to be hoped that such programs will be in full partnership with teacher education institutions. But it seems apparent that cities will move ahead on their own if the cooperative approach is not sought or forthcoming from the institutions. Obviously, these school systems feel that institutional programs of preparation are not realistic.

3. *A shift toward greater reliance on the strengthening of state procedures in teacher education-certification-accreditation.* It appears that we may be entering a period in which there will be a diminution of emphasis on national and regional patterns and an escalation of emphasis on state patterns.

The development of national patterns of financial support—and this support will continue but with a shift of focus, of proposed innovations, demonstrations, and seed money for experimentation, and guidelines—was an essential and inevitable step toward breaking states loose from hard and fast moorings. This was made necessary in the past by the inertia of states toward exercising quality controls over education and their inability to rise above the dictates of local mores. But this is changing. There are several factors emerging that appear to indicate a resurgence of state responsibility. First is the virtual disappearance of the wide diversity in minimum requirements for certification at any teaching level.

Second, states are now coming up with imaginative and frontier processes in certification—the examples of Maryland, Massachusetts, and Washington are described below. True, the Massachusetts proposals ran into misunderstanding, some misinterpretation, and failed of passage in the legislature, but a broad framework for future progress was laid. In a sentence, the shift in state processes clearly is from the regulatory, unilateral, credit-counting control of both teacher education and certification to a leadership and consultative role.

Third, apparently the states are rapidly improving their roles in accrediting (or approving) teacher education programs, with increased emphasis on the approved-program approach. The old practice of, in effect, dictating institutional teacher education curricula by specific certification prescriptions is receding. Greater autonomy is being extended to approved institutions. Assuming the continuance of this trend, it probably portends a shift in the role of the National Council for Accreditation of Teacher Education (NCATE) to an advisory and consultative one.

There are several factors involved in this possible shift. The NCATE, after seventeen years of existence (actually only fifteen years of accrediting), has accredited only 38 percent of the

institutions approved by the respective states for teacher education. In 1970, the number reached 470. The Council began with 284 accredited institutions inherited from the AACTE; a total of 186 have been added to the list, an average annual increase of 13 institutions. The number of NCATE-accredited institutions in selected years is as follows:

Year	*Number of Institutions Accredited*
1955	284
1957	291
1959	317
1961	363
1963	414
1967	449
1968	456
1969	462
1970	470

The 1970 list represents, as mentioned above, less than 40 percent of the total of 1,246 approved institutions, leaving 776 without NCATE accreditation. Although NCATE institutions are preparing about fourth-fifths of the new teachers graduated each year, up from 60 percent in 1960, still the large number of institutions not accredited by the Council presents a real problem to certification authorities seeking to achieve the free movement of qualified teachers across state lines.

It may be that the NCATE has achieved the basic goal for which it was established—the placing of a quality floor under institutional programs of teacher education. Certainly, it should be said that its work has been fruitful. In Chapter II is reported the obvious enthusiasm of many state directors for the work of the NCATE and their belief that it still constitutes the real foundation for reciprocity. Since its founding in 1952, the NCATE has been harassed constantly by a cluster of institutions determined to prevent national accreditation of teacher education. It has been compelled to undergo three successive reorganizations of structure and constituency (in 1954, 1956, and 1966). The original representation with equal allotment to the three major interests—the practitioners in the lower schools, as represented by the National Education Association (6); the preparing schools, as represented by the AACTE (6); and the state education legal authorities, as represented by CCSSO and NASDTEC (6)—has undergone a steady erosion until in 1970 the preparing institutions have thirteen representatives, the practitioners their original six, and the state legal authorities two. This is a skewed arrangement obviously intended to keep the practitioners and legal authorities in inferior and ineffective roles and to elevate the institutions to a commanding role. On a related point, Bernd has spoken forthrightly:

> Our [higher education personnel] definitions of quality cause more discrimination and waste more human resources every day than all the overt racists could manage in a lifetime of effort. Given the opportunities to teach in, give money to, do research with, or vote power for, we will exercise the options in favor of places that rank high in the production of what are conceived to be quality Ph.D.'s, no matter what the need is for other services. And those schools, of course, are the ones that devote minimal resources to teacher education and know the least about and accept the least responsibility for the communities in which they exist. . . . The trouble with the American liberal arts professor is that he does not realize how much power he has. He is as profoundly dissatisfied with the schools as I, but he thinks it the fault of the educationists, principals, and superintendents; school board members; or state education departments. He does not realize that he has won his victory over the teachers colleges. He not only outvotes them in faculty meetings, he is becoming increasingly successful in imposing his research orientation upon them. Both among the pedagogues and the nonpedagogues, power adheres to those who know the least about the schools for which they are presumably preparing their students to teach.[1]

It is doubtful if this unbalanced power structure will hold up under the drive of teachers for recognition in policy-making in the face of an aroused profession. The NEA Association of Classroom Teachers apparently has become restive under the impact of domination by higher education of preparation programs, as indicated by the following action:

> By consensus, the Executive Committee decided that the issue of teacher preparation would be an ACT priority during 1969-70 . . . the goal is to have

[1] Bernd, Daniel. "Minding Our Own Business." *Journal of Teacher Education* 20:277-82; Fall 1969.

teacher preparation institutions which would graduate young people who would be the best educated and the most professional element in American society. . . . The basic need for this type program relates to the fact that classroom teachers are not meaningfully involved in the preparation of teachers, rather that the decisions on training are being made by those in higher education, state departments, and the administrations.[2]

Concurrent with the rising militancy of teachers is the decided trend of states toward strengthening certification programs and accrediting procedures. For this *Manual,* thirty-six states reported extensive use of the approved-program approach, forty-two states reported having developed and adopted their own standards for approval, and forty states reported the use of *ad hoc* professional committees for evaluation of institutional programs.

Other evidence of the burgeoning efforts of states to strengthen their own procedures of accreditation, certification, and reciprocity comes from a survey made by Allen Rosebrock (New Jersey) for the NASDTEC Standards Committee. Twenty-eight states (including D.C.) reported that they will issue initial certificates to graduates of approved programs under standards set forth in Circular 351[3]; twenty will evaluate in-state colleges on the basis of 351 standards (18 duplications) and ten on equivalent standards (8 duplications). Omitting the duplications in these three alternatives, a total of thirty-two states will use 351 standards to a significant degree.

Paralleling these developments is the drive by teachers for state professional negotiation laws, of which there are now twenty-three; for professional practices acts, of which there are now sixteen; and for the establishment of professional standards boards, of which there are now perhaps a half-dozen. These legislative enactments confer at least quasilegal powers to help determine working conditions, standards for entry into the profession, the quality of teacher education programs, and standards of ethical conduct and practice.

While it is understandable that the teaching profession in the lower schools should take this route, in view of what amounts to the rejection of a partnership approach among all segments of teaching and areas of education, this direction will not be without its difficulties. Walter E. Oberer of the Cornell University Law School has pointed out several of the probable difficulties. In an address to the NEA's fourth annual Seminar on Professional Negotiation he said that along with increasing recognition by the law of the right of public employees to strike must come "increasing resort to compulsory arbitration. Also, one must expect an erosion of the civil service system, at least insofar as that technique for achieving uniformity of employee benefits is concerned . . . [including] statutory schemes for teacher tenure protection." The public "will be motivated to counterorganization." The trend will be toward larger and larger bargaining units. "Merit principles, largely absent to this point . . . will come into play. For improvements in the terms and conditions of employment, public employees will be required to improve in efficiency and productivity." [4]

But, apparently, these are risks the public school teachers must take if they are to gain the right to a substantial measure of control over their own professional house, if they are to throw off or ameliorate the domination by higher education personnel of their preparation, of programs of accreditation, and of certification.

Before the NCATE was established, the only recourse the profession had to exercise some measure of control over the preparation and certification of its members was through certification specifications. This proved to be a bad practice. But the answer is not an abolition of these practices unless there are compensating recourses.

Too, the withdrawal of the AACTE from affiliation with the NEA clouds the partnership, cooperative arrangement that served well to lift teacher education from an inferior position to a status as a respected endeavor of higher education institutions of all types. The dissolution of this

---

[2] Minutes of ACT Executive Committee, July 12-17, 1969. (Mimeographed)

[3] Perkins, Mary Ellen, chairman, Accrediting Standards Revision Committee. *Proposed Standards for State Approval of Teacher Education.* (A project of the National Association of State Directors of Teacher Education and Certification, assisted by the U.S. Office of Education.) Circular No. 351 Revised. Washington, D.C.: Office of Education, U.S. Department of Health, Education, and Welfare, 1967. 43 pp.

[4] "Bargaining by Public Employees Seen Irreversible." *NEA Reporter* 8:4; October 24, 1969.

partnership clouds the issue of adequate financial support for the NCATE.

NCTEPS Feasibility Study

The ferment among public school personnel has also had its impact on the NEA. In response to a resolution (68-24) adopted by the NEA Representative Assembly in Dallas in July 1968, the NCTEPS developed a proposed plan of action. The resolution reads in part:

> The Association believes that, for maximum improvement in these areas [of uniformity and reciprocity of professional certification and accreditation standards and practices of educational institutions], broad and intensified participation of the teaching profession is essential.
>
> The National Education Association, therefore, calls upon the National Commission on Teacher Education and Professional Standards to study the feasibility of creating an Office of Certification and Accreditation within the structure of the National Education Association to:
>
> a. Establish standards for professional certification and standards for accreditation of teacher training institutions and school districts . . .;
>
> b. Maintain a teacher placement service . . .; and
>
> c. Coordinate all activities of the National Education Association . . . toward the development and application of educational standards for programs, facilities, and performance. . . .

The NCTEPS Feasibility Study which resulted from the above resolution recommended, among others, the following:

1. That the NEA establish the Office of Certification and Accreditation, under the direction of the NCTEPS, to coordinate NEA activities regarding certification, accreditation, and professional practices, working with the AACTE, the NCATE, institutions of higher education, and state and local education associations.
2. That legislation should be enacted in each state to create a professional teaching standards and practices agency, composed of members of the profession, to approve programs, issue licenses, enforce standards of ethics and practice, and promote studies and research designed to improve teacher education—initial, graduate, and continuing.
3. That such state agencies should establish the concept of a single initial legal teaching license and that required advanced credentialing should be developed cooperatively by the appropriate specialty group.
4. That the NCATE must be strengthened through a better balance of school instructional personnel on the policy-making body and through increased representation of instructional personnel on accrediting teams.
5. That the NEA and its affiliates should support the Interstate Certification Project (see Ch. II, page 36).
6. That NEA* SEARCH (NEA's computerized job-locator service) should be strengthened and expanded and be more clearly related to the Association for School, College, and University Staffing (ASCUS).

The proposals have been approved by the NEA Executive Committee and the NCTEPS will proceed to implement its recommendations.

These developments portend a new approach, with state legislation putting the practitioners in a power position to bring vigorous support to the assumption of leadership roles by state education legal agencies rather than the pursuit of enforcement roles in teacher education-certification-accreditation. This shift can be accomplished without adverse effects by making the NCATE's role primarily a consultative and advisory one in accreditation and in the development and application of state standards and criteria, and with the AACTE and the NCTEPS assuming primary roles of leadership directed toward improving teacher education programs.

After a bitter struggle extending over a period of 130 years, teacher education has fought its way into the mainstream of higher education. The separate, single-purpose teacher education institutions (normal schools, teachers colleges, state colleges of education) have virtually disappeared. Only 5 such public institutions and 11 private ones remain out of a total of more than 300 normal schools existing at the turn of the century, and perhaps as many as 150 teachers colleges and state colleges of education in 1930. (For the 1970 listing of institutions engaging in teacher education and their classification as to types and control, see Ch. IV. Also see Ch. II, page 38.)

Commager phrased the outcome of this struggle for acceptance as follows:

> Almost imperceptibly, the normal schools imposed their standards on many of the colleges. They have long abandoned the name "Normal School" for "Teachers College" and are now in the process of abandoning "Teachers College" for "University." This change . . . suggests how successfully the normal schools of an earlier day have carried their standards, interests, and attitudes into the colleges and universities. . . . As for the teaching of subject matter—which traditionally belonged to the universities rather than to teacher-training institutions—we need no longer inquire; for the controversy has been ended to all intents and purposes by the old familiar principle: if you can't lick them, join them. Teacher-training colleges have joined, or have absorbed, or have transformed themselves into colleges and universities, and thereby have made their own teaching of subjects, on almost any level, respectable.[5]

This is, of course, a perceptive analysis. But there is developing great apprehension among public school practitioners that the professional concept may be in the process of being absorbed and obscured by the universities. A critical need now, as we grope with new and baffling problems in education, is for higher levels of professional competence.

Teacher education must keep faith with our society, with all segments of its clientele, not just with the needs of the children of the suburbs. Teacher education to these ends can be emasculated by chasing after the cult of status. Many educators are beginning to fear that this is happening on a widespread scale. There are fears that many of the newly transformed state colleges and universities have become so big that they are growing indifferent to teacher education, especially at the undergraduate level. The anxiety is that many of these institutions, established and long maintained for the primary purpose of preparing teachers for the lower schools, now wish that the problem of undergraduate teacher preparation would go away, leaving them to concentrate on graduate programs for the preparation of specialists and college teachers of education. In an address before the 1969 Convention of the American Association of School Administrators (AASA), the superintendent of the St. Louis Public Schools said:

> The St. Louis Public School System maintains one of the two remaining teacher-training institutions which are the creatures of the city system. Harris Teachers College has been the major source of our teacher supply during the critical decade of teacher shortage, and we would be in even more desperate straits had that institution not sustained us. The practice teaching is done in the inner city schools, and the graduates are noticeably better prepared to deal with the problems of the inner city classrooms than are those from more respectable and traditional institutions. One may well speculate whether the big city systems will not be driven again in the next decade to creating and controlling such institutions which can perhaps develop the instantaneous flexibility to meet the frightening big city classroom needs for realistic teacher training and in-service programs which their classical counterparts are not producing.[6]

This comment raises a serious question of the future institutional structure of teacher education.

While a reverse trend toward the single-purpose teacher education institution may develop in some of the large cities, there is little or no evidence that such a trend will become general. What may develop in the future is a greater division of labor among the 1,246 teacher education institutions, a greater degree of specialization. Such institutional specialization may involve:

1. A decrease in the number of graduate programs offered by institutions especially well equipped to provide undergraduate preparation.
2. An increase in the number of graduate schools of education offering exclusively fifth- and sixth-year programs of preparation for classroom teachers, with special emphasis on attracting liberal arts graduates.
3. An increase in the number of graduate schools of education concentrating on sixth-year and doctoral programs for the preparation of special school service personnel and college teachers of education.

---

[5] Commager, Henry Steele. "Challenges for Teacher Education." *Frontiers in Teacher Education.* Nineteenth Yearbook. Washington, D.C.: American Association of Colleges for Teacher Education, 1966. p. 55.

[6] Kottmeyer, William. "A Tale of Two Cities." *Your AASA in 1969.* Official Report. Washington, D.C.: American Association of School Administrators, 1969. p. 62.

An analysis of the programs of the 456 institutions accredited by the NCATE in 1967-68 points up the possibilities of such specialization. Of the 456 institutions, 445 prepared elementary school teachers and 448 prepared secondary teachers. (NCATE institutions now prepare about 80 percent of the new bachelor's degree teachers each year.) As to the highest education degree or level of program offered by the 456 institutions, 187 offered only the bachelor's degree, 160 offered the master's degree, 25 offered six-year programs, and 84 offered the doctor's degree.

Such an evolutionary, voluntary development by institutions of areas of specialization ought to have great influence in moving teaching up successively to five- and six-year entrance requirements, comparable to most other professions. A total of twelve states reported that they are presently enforcing the five-year requirement within the term of the initial teaching certificate based on the bachelor's degree; most states are presently enforcing the five-year requirement and almost half are enforcing the six-year requirement for administrative personnel at one or more levels.

Changes in the Certification Process

As has been pointed out previously, since the 1967 *Manual* was published there have been widespread reexaminations of the certification process. There appears to be a growing shift away from the strictly regulatory function to one of consultative leadership on the part of state departments of education.

Commenting upon the need to shift to new bases in certification, Stone, who had many years of experience as the teacher education-certification director in California, writes:

> Speaking as a former certification and accreditation director, the first change I would make is to eliminate that vast group which spends its professional life analyzing transcripts and counting credits. In the state department with which I am most familiar (California), this group now numbers more than a hundred full-time "analysts," "technicians," and "clerks." An annual budget of about $720,000 is required to support their activities. Since neither their good intentions nor abundant professional devotion to the job of enforcing the minutiae of certification requirements contribute very much to teacher competence, I would use these funds for other and more important programs. . . . I would accomplish the demise of this network of able civil servants by the simple expedient of requiring each person who desires to be certificated by the state to be recommended by the institution where he receives his professional training, and I would accept such recommendations only from colleges and universities approved by the National Council for Accreditation of Teacher Education.[7]

Stone suggests shifting the money spent on credit-counting to support a leadership and consultative role in teacher education on the part of the state department of education staff. A number of states have sponsored comprehensive studies that resulted in significant innovations or proposed innovations to this end. Among these are the states of Maryland, Massachusetts, New Jersey, New York, and Washington.

The New Washington Plan

The Washington State Office of Public Instruction completed a three-year intensive restudy of its teacher education-certification plan and put the new procedures into effect on July 1, 1969. This was a further refinement of the plan described as in process in the 1967 *Manual.*

The historical background of the new procedures in Washington is as follows: In 1949, the State Board of Education authorized a dramatic shift in the teacher preparation-certification process. Instead of the traditional prescribed program arrangement and credit-counting on transcripts of applicants for certification, the Board accepted the recommendations that an approved-program plan be instituted and that certification for a given applicant be automatic upon recommendation of the preparing institution.

The Washington approved-program approach provided that the state education legal authority would describe in general terms what the essentials of an adequate program of preparation should include and urge colleges and universities to develop the specifics of their own programs to

[7] Stone, James C. "The Future of Teacher Education: Implications for a State Department of Education." *The Seattle Conference: The Role of the State Departments of Education in Teacher Education.* Olympia: Washington State Superintendent of Public Instruction, 1967. pp. 31-32.

provide the essential components. This was one of the first state programs—if, indeed, not the first—to depart from the universal practice of prescribing in detail the course and hour requirements which preparing institutions must meet to assure certification for their graduates. To state it another way, this was a departure from dictating institutional curricula for teacher education by detailed prescription of courses toward inviting institutional experimentation and creativeness. It also represented a departure from the time-honored practice of seeking to determine the competence (or qualification) of teachers after the fact—after preparation—by adding up course and credit totals to determine if the state's precise prescriptions had been met. In short, the new process put the responsibility for identifying qualified teachers upon those who had provided the preparation and observed the performance of individuals over a number of years.

The 1949 plan provided provisional certification for bachelor's degree graduates. After one year of successful teaching the new teacher was required to complete a fifth year of preparation, jointly planned by the teacher, his employing school district, and the institution from which he had earned the baccalaureate degree. The net effects of the new program were (a) to extend teacher education in length in terms of years of college work and actual teaching experiences; (b) to broaden the academic preparation; (c) to require close cooperation between the employing school systems and the preparing colleges; (d) to encourage greater flexibility in the planning of programs; and (e) to decentralize authority and to provide greater democratization of responsibility for teacher education.

In 1961, minor changes were made in these standards. But by 1965, clearly identifiable changes in society and in the schools dictated a new assessment of the guidelines. Some of these changes were as follows: new staff utilization in the public schools was developing; the role of the public school was changing under the impacts of technology; vast reforms in curriculum offerings were taking place; greater resources were becoming available to public education through increased federal and state funds; there was greater participation by professional organizations in the preparation and welfare of their members; students in both public schools and colleges were challenging the inflexible, prepackaged programs of study.

Thus, in 1965, the Washington State Office of Public Instruction commenced a comprehensive restudy of its teacher education-certification guidelines, resulting in the new standards adopted in 1969.[8]

The essential elements in the new guidelines may be summarized as follows:

1. Basic Philosophy
   a. Professional preparation of teachers should continue throughout their careers.
   b. School systems and professional associations, along with colleges and universities, should be recognized as preparing agencies.
   c. Preparation should be anchored in performance, in terms of stated objectives.
   d. Preparation and career development should be individualized.
2. Types and Categories of Certificates
   a. Types (based upon three kinds of service): teaching, administration, special service.
   b. Categories
      (1) Preparatory certificate, issued to teachers-in-preparation, authorizing preparatory experience in school settings which lead to initial certification. Term, one year.
      (2) Initial certificate, authorizing initial school service as a staff intern. Term, from one to five years.
      (3) Continuing certificate, authorizing service on a continuing or career basis. Term, continuing unless holder leaves teaching for a period of five years or more.
      (4) Consultant certificate, available to holders of the continuing certificate, authorizing roles which contribute to professional preparation

[8] *Statement of Standards for Preparation of School Professional Personnel Leading to Certification.* Fourth Draft. Olympia: Washington State Superintendent of Public Instruction, April 1968. 15 pp.

and improvement of instruction. Term, five years; renewable.

The above provisions are adaptable to differentiated roles in the schools. The initial certificate, for a staff intern, calls for a limited assignment and special supervision. The continuing certificate is for the career teacher and contemplates continuing preparation for the same or a different role. The consultant certificate is for a specific role and continuing preparation for that role.

Quite naturally, the new phraseology, "performance criteria," which is gaining wide use in connection with innovations in teacher education and certification, has aroused deep apprehension among teachers that this is a backdoor, cleverly shielded approach to merit pay. Wendell Allen and his associates in the Washington State Office of Public Instruction, in answer to a query about fears, have issued the following forthright definition of the term:

> The focus of our effort is personnel development, i.e., career development, as distinguished from evaluation of performance for administrative purposes.
>
> We, too, have to cope with the concern of many professional people that the new Washington standards are a backdoor approach to merit pay. We recognize and accept these concerns about our motives as legitimate. . . . It is obvious that we are trying to change the system and we say so in all our discussions of the new standards. . . . We emphasize that the focus of the new standards is the development of preparation programs—career development experiences—in direct relationship to performance objectives; that the criterion levels of performance associated with particular roles need to be developed as a part of preparation; that the key person in this process is the learner; that evaluation is an internal part of the feedback process within preparation, and all three agencies (colleges, school administrators, professional associations) need to be responsible participants. . . . Because the phrase "performance criteria" often connotes evaluation for administrative purposes, we now prefer to refer to "performance objectives" and "desired behavioral outcomes." Thus, performance tasks need to be selected and criterion levels of performance determined. . . . Performance objectives are tasks desirable for teachers to perform in given contexts. Performance criteria are limits or minimal evidence that performance is acceptable. . . . We think it important to emphasize the learner's [teacher's] role in evaluating his performance, his own feedback (his feeling and thoughts about his performance, his comfort and discomfort with that performance). This input is essential. . . . It is the element which should prevent mechanical application of performance objectives to people.[9]

The above principles have been spelled out in Bulletin No. 110-69, September 30, 1969, from the Washington State Superintendent of Public Instruction to school administrators.

The Maryland Report

In November 1965, the Maryland State Board of Education appointed a Committee on Certification (commonly known as the Pierce Committee, from the name of the chairman) to study the requirements for certification. The Committee submitted its report in September 1967.[10] Key recommendations were:

1. In addition to certain new avenues (suggested later in the report), initial certification should be based upon existing routes—accreditation by the NCATE, agreements made through the existing reciprocity compact (the Northeast or Eleven-States Compact), and the Maryland approved-program approach. Cases not covered by these conditions should be evaluated on the basis of specific course requirements.

2. The State Board of Education should establish a Professional Standards Board to engage in continuing study and review of certification requirements and their application. This Board would be broadly representative of the profession and institutions of higher education and should serve the following functions: advise the State Board of Education on bringing requirements up to date, balance inconsistencies in requirements, provide for justifiable exceptions to the set re-

[9] Quoted from a letter from Wendell C. Allen, Assistant State Superintendent for Teacher Education and Certification, Olympia, Washington, under date of October 1, 1969. Also see: Allen, Wendell C.; Cady, Lillian V.; and Drummond, William H. "Performance Criteria for Educational Personnel Development: A State Approach to Standards." *Journal of Teacher Education* 20: 133-35; Summer 1969.

[10] Pierce, Elliot S., chairman. *Report of the Committee To Study Certification Requirements for Teachers in the State of Maryland*. Baltimore: State Department of Education, September 1967. 42 pp.

quirements, and encourage institutional experimentation.

3. An appeals board should be established (membership chosen from the Professional Standards Board) to review cases and advise the state superintendent about questioned rulings on certification, exceptional preparation, or experience of applicants and substitution of these for course requirements.

4. The requirement of appointment to a teaching position in Maryland for issuance of a professional certificate should be eliminated.

5. Graduates of Maryland institutions who have completed an approved program of teacher education should be issued certificates with their diplomas.

6. Substitute certificates should be eliminated immediately and all substandard certificates as soon as possible.

7. Reciprocity provisions should eliminate the requirement of graduation from a college in the Eleven-States Reciprocity Compact area, and there should be recognition of professional certificates issued within the last ten years by all states whose certification practices are acceptable by the Maryland State Board of Education.

8. There should be optional avenues for the certification of elementary and secondary school teachers. The optional route for elementary teachers who are liberal arts graduates of regionally accredited colleges is completion of two semesters of professional work in an approved Maryland institution. For secondary school teachers, the optional route would require a bachelor's degree from a regionally accredited college (presumably this means a liberal arts degree), an examination and professional evaluation of experience, required credits in the subject or subjects to be taught, and two years of successful teaching experience.

9. The personnel of the Division of Certification and Accreditation should be increased by adding at least ten professional members to the certification staff and at least three to the staff responsible for evaluation and approval of teacher education programs.

The study recommended also that auxiliary personnel (paraprofessional aides and other non-professional personnel) not be included in the state certification process.

Certificates and requirements proposed in the Maryland study are as follows:

Standard Certificate (for teachers)—bachelor's degree and completion of an approved program.

Professional Certificate (and tenure)—three consecutive years of teaching in Maryland, completion of 6 credits earned since issuance of the Standard Certificate or equivalent credits in in-service training in state-approved workshops. Valid during continuous service, plus seven years of inactive status.

Advanced Professional Certificate—master's degree with five or more years of teaching, including at least one year in Maryland. Valid during continuous service, plus seven years of inactive status.

Adminstrative and Supervisory Certificate (including superintendents and deputy, associate, and assistant superintendents or equivalent positions)—six years of preparation (minimum of 60 graduate hours, with courses in administration and supervision) and six years of teaching experience. For elementary or secondary school principals, or general supervisors —Advanced Professional Certificate based upon the master's degree, including appropriate work in school administration and supervision, and five years of teaching experience.

The Professional Standards Board

The constituency of the Professional Standards Board as recommended by the Study Committee was a membership of nineteen, at least half of them public school and college teachers and including the Assistant State Superintendent in Certification and Accreditation, the staff consultant of the Committee on Teacher Education and Professional Standards of the Maryland State Teachers Association, and two lay people.

Under the proposal, the State Board of Education should seek the advice of the Professional Standards Board prior to proposing or establishing policies or regulations relating to certification, waiver of certification requirements, accreditation of teacher education programs, studies and research aimed at improvement of teacher education,

including continuing education, and appeals from decisions of certification authorities.

The Maryland State Board of Education adopted the recommendations of the Study Committee and new regulations became effective on November 26, 1968.

In the new regulations, provisions are made for a Professional Standards Board consisting of fifteen members, as follows: six public school classroom teachers, two members from the administrative and supervisory staffs of the public schools (total of eight from the public schools), one member from the faculty of two of the colleges of the state, two members from the current administrative and teaching staffs of approved nonpublic schools, two lay members, and the director of certification. The Board is responsible for advising the State Board of Education on policies and standards related to certification of teachers, reviewing policies on waiver of certification requirements, accrediting teacher education programs, and conducting studies and research aimed at improvement of teacher education, including continuing and in-service education.

Review Board

The new regulations also provide for a Review Board made up of five professional members, appointed by the State Board of Education upon recommendation of the State Superintendent of Schools, to act in an advisory capacity to him. This Board is to review and make recommendations to the superintendent on appeals from rulings of the certification staff.

In a follow-up to the work of the Committee on Certification, the Office of the Assistant State Superintendent in Certification and Accreditation began an intensive study in August 1969 aimed at finding means of simplifying the processing of applications for certification. The processing load had become unbearably heavy, with a woefully inadequate staff using the traditional course prescriptions and detailed analyses of transcripts. From the recommendations of this study it appears that Maryland will (a) shift radically from the detailed processing of applications to full implementation of the approved-program approach for in-state applicants and those from the Eleven-States Reciprocity Compact area, and perhaps to all graduates of NCATE-accredited institutions, based largely upon institutional recommendations; (b) seek to simplify the processing of out-of-state applications from graduates of approved teacher education programs as certified by the respective state departments of education; (c) request additional personnel to work closely with its twenty-four in-state institutions in developing approved programs rather than seek the recommended increase in staff for processing applications for certification.

The Massachusetts Revision

In many ways, the Massachusetts study and conclusions, under the sponsorship of the Massachusetts Advisory Council on Education (MACE), 1966-68, were somewhat similar to those developed in the Washington reappraisal. Preliminary agreements by the study committee were that new approaches to certification were needed; that the state should provide financial support to improve the clinical training of teachers; that there should be a partnership of college and school personnel to test ways to redesign learning for students; that this partnership should differentiate the roles and responsibilities of teachers within instructional teams, making use of paraprofessionals and technology.[11]

The study was predicated upon the inadequacy of existing standards and procedures for certifying educational personnel, as follows: (a) they fail to guarantee that the licensed-to-practice will be competent; (b) they do not differentiate between levels of professional performance; (c) they do not protect against professional obsolescence; (d) the emphasis on specific course requirements tends to block experimental efforts to improve teacher education and repel some from entering educational work; (e) they may operate to reduce the supply and the quality of educational personnel.

Recommendations of the Study

Specific recommendations resulting from the MACE Study may be summarized as follows:

[11] *Teacher Certification and Preparation in Massachusetts: Status, Problems and Proposed Solutions.* Report No. 1 of the Massachusetts Advisory Council on Education. Boston: Office of the Secretary of State, June 1968. 132 pp.

1. Certification should be based upon knowledge and professional performance rather than transcript records.

2. Standards of professional performance should be developed by leaders in colleges (academic and professional areas), teachers in elementary and secondary schools, and school officials.

3. There should be alternate routes to certification through accommodation to differences in individual and institutional programs of preparation. The use of approved institutional plans for judging knowledge of subject matter and ability to perform is advocated, as well as certification by examination that includes performance tests, and professional judgments of qualified colleagues in schools and colleges.

4. The number of licenses should be reduced to a minimum. Four levels of certificates were suggested:

Internship License—for those in training; term, one year.

Associate Teacher License—for beginning teachers; term, three years.

Professional License—for those who demonstrate ability to handle assignments without supervision; term, seven years.

Educational Specialist License—for high-level teachers and special school personnel; term, seven years.

5. Provision should be made for periodic renewal of licenses, without reference to tenure, based on demonstrated maintenance of scholarship and professional competence. (The terms listed above indicate the renewal periods.)

Other Recommendations of the Massachusetts Study

The creation of a Commission on Certification and Preparation of Educational Personnel was advocated. The Commission would have quasi-legal powers to develop standards and procedures for the certification of educational personnel, to certify to the State Board of Education all those eligible for licenses, to provide leadership for the improvement of teacher education, and to administer the plan of support proposed for the clinical training of teachers (student teaching).

The make-up of this Commission would consist of elementary and secondary teachers, administrators, academic and education professors, and key laymen. The Commission would be provided a professional staff and be empowered to establish credential committees to recommend standards in the different areas of specialization.

Provisions of the 1969 Proposed Certification Law

The recommendations of MACE were incorporated into a proposed act of the 1969 Massachusetts Legislature. This proposed act provided for the following:

1. A Commission for Preparation and Certification of Educational Personnel would be created as an integral part of the State Department of Education, appointed by the Board of Education. The membership would consist of seven persons employed as professional personnel in public elementary and secondary schools in the Commonwealth, at least five of them classroom teachers; one public school superintendent; five faculty members of public or private colleges in the Commonwealth which are accredited by the New England Association of Colleges and Secondary Schools, at least three of them engaged in teaching and at least three from the faculties of public higher education institutions; and two public school committee members (total — 15). The terms of members would be five years, except the first appointees, who would have staggered terms.

2. The members would serve without compensation, with travel expenses to meetings being reimbursed by the state.

3. The Commission would elect its chairman.

4. At least six meetings of the Commission woud be held each year. (Meetings in July and August could be omitted and the chairman could call additional meetings.)

5. The Assistant Commissioner for Certification and Preparation of Educational Personnel would be the secretary and chief executive officer of the Commission.

6. The purposes of the Commission would be to establish and promulgate standards and procedures with the approval of the Board of Education for certifying educational personnel as

qualified for a license to practice in the public schools of the Commonwealth and to support, facilitate, and delineate functions and programs of preparation for the teaching profession. The Board of Education would approve such standards and procedures as submitted or refer them back to the Commission with recommendations to be considered by the Commission.

7. The Commission would have the following powers and duties:

a. To develop standards and procedures for the certification of educational personnel.
b. To promulgate appropriate rules and regulations.
c. To certify to the State Board of Education all eligible for licenses.
d. To provide leadership and to coordinate resources for the improvement of teacher education.
e. To establish credential committees made up of representatives from various professional groups related to each subject specialization which will help formulate performance standards for general teaching and other educational specialties.
f. To develop alternate ways in which to demonstrate qualifications for licensure which are adapted to individual differences in candidates, preparing institutions, and performance requirements while at the same time protecting against incompetence.

8. The act would not be retroactive, either as regards persons already certified or those already in teacher preparation in the state. Such persons would be permitted to seek certification under the terms of the new act.

9. The act was to become effective July 1, 1969.

An interesting commentary on the proposed legislation resulting from the MACE report characterized the study as "not a minor reconstruction which MACE advocates, but a total demolition—followed by a very carefully planned rebuilding of the total system." [12]

But when the study was finished and ready for the drafting of enabling legislation, the Massachusetts Teachers Association (MTA), which had participated in the study, insisted upon a series of assurances in the legislation, as follows:

1. That the requirements not be retroactive.
2. That there be a guarantee of an appeals procedure through the courts from any administrative decisions which affect certification or which otherwise affect teachers' professional status.
3. That the new provisions not be in conflict with the current tenure law.
4. That the Commission on Teacher Preparation and Certification be made up of at least a majority of full-time practicing teachers.
5. That provisions assure maintenance of retirement benefits.
6. That exempted teachers be permitted to voluntarily seek certification under the new provisions without waiving their exemptions.
7. That teachers "be assured that the proposed preparation levels be levels of professional competence based upon professional preparation and peer-established standards, and that this is not intended as a proposal for merit pay operating without the agreement of the teaching profession."
8. That adequate financial support be provided to assure that the program will be fully implemented.
9. That "the Commission will enjoy Division status within the Department of Education and that such Division shall encompass . . . both the Bureau of Teacher Preparation and the Bureau of Certification." [13]

These safeguard assurances were bound to arise over the push for differentiated staffing and performance evaluation, as they have in other states, however honest the proposals.

In addition, complaints continued to originate with teachers about their apprehension of seemingly elaborate efforts, under the guise of new catchwords, to drive them back to campuses for additional credits by use of the police power of the state. They resented such efforts to force

[12] Hottelman, Girard D. "The MACE Study—How Will It Change Teacher Certification?" *Massachusetts Teacher* 48:12; September 1968.

[13] "The MACE Study." (Editorial) *Massachusetts Teacher* 47:32; December 1968.

them to collect more credits periodically, regardless of their years of preparation and experience. Professionals tend to abhor this principle; and they tend to raise the question, "How would college teachers react if this principle were made applicable to them?"

The proposed act failed of passage in the 1969 Massachusetts Legislature. Vigorous attacks by teachers were the cause of its defeat.

The strong resistance to the implementation of some of the recommendations of the MACE study perhaps contains a valuable lesson for those who seek to reform existing processes of teacher education-certification. That the study contained a comprehensive and valid indictment, at many points, of these processes as they exist in many states seems to be undebatable. Yet, the issuance of the report and the subsequent structuring of legislation stirred up emotional and often erroneous reactions among many teachers. These reactions probably were caused by some of the approaches used and the dictum nature of the analyses of existing weaknesses, as well as by some of the recommendations. It appears, too, that a strong factor involved in resistance to the proposed legislation was the belief of many teachers that public school personnel had not been extensively involved in developing the report and its recommendations. The record clearly shows that the MTA made extensive efforts to involve its members through conferences, numerous articles in *The Massachusetts Teacher,* and a sampling poll of its membership; still, communication seems to have broken down when distorted charges and unwarranted conclusions against the report were widely disseminated.

To begin with, the MACE Study Committee consisted of twenty-four members, of which only four were public school personnel—two classroom teachers and two superintendents of schools. Nine members represented higher education. The remainder were lay people, school committee members, or representatives of nonpublic schools. In fairness, it should be pointed out that there were two representatives of the MTA staff, one from the State Department of Education staff, and one representative of the Massachusetts School Counselors Association, making a total of nine representatives of the public schools.

Secondly, despite the backing of the MTA conditioned upon certain additions to protect the rights of its members as defined under existing law, vigorous opposition to the measure developed both among MTA members and the American Federation of Teachers (AFT). The Federation issued a vehement attack on the proposed legislation. The focus of the dissent was on the allegedly threatened violation of certain rights of teachers. Specific charges were that the proposals would result in (a) the end of tenure; (b) differentiated staffing, creating new hierarchies of nonclassroom-teacher specialists; (c) a subtle approach to merit pay; and (d) an end to citizenship and degree requirements for certification.

However wrong the opposition to the measure may have been in their interpretation of the provisions, enough doubt was created to make members of the legislature hesitant to act favorably on the bill.

Perhaps the measure was rushed along too fast for statewide discussion and debate. At any rate, the Massachusetts Teachers Association plans to initiate, through legislation, a joint committee of teachers and legislators to study the proposed legislation and to make recommendations regarding its provisions. It is to be hoped that the proposed revisions of the processes in Massachusetts may result in preserving the many merits of the study as well as clarifying refinements that will ensure passage of the bill.

In connection with the Massachusetts study, Edelfelt set forth a defensible rationale for the career-teacher status and the participation of school districts and professional associations in the certification process for career teachers:

> . . . The school district and professional associations should take increasing responsibility for approving certification as the level goes up and as the focus of evaluation sharpens on performance. For example, the school district and professional associations will have a secondary role in approving the initial certificate, as they will be minimally involved. At the career-teacher level, however, the school district and the professional association should have primary roles. The main criteria for career-teacher status should be concerned with performance, which the school district and professional associations are in the best position to adjudicate.

The particulars of standards and procedures for career-teacher certification will need to be worked out at the local district level. The professional associations and societies can be involved centrally in establishing criteria and procedures for career-teacher designation. Policies for both criteria and procedures should be written into collective negotiation agreements.

Teachers stand to benefit significantly from establishing a career-teacher classification, but they must also demonstrate professional responsibility in applying standards. Collective negotiation agreements which include policies and procedures for local certification will indeed have struck a bargain. And there will be assurance that such a bargain will be kept, because the state department of education will serve in an approving capacity, just as it does for all colleges and universities at lower levels of certification. The state's role of approving the agency which grants certification will not be eliminated. It will be made to include both the local school district and the professional association.[14]

New York Pilot Program

The New York Legislature, in January 1968, amended the state education law to provide a five-year pilot program on differentiated staffs in elementary schools and appropriated $3 million to finance the experimental programs. Provision was made for an advisory committee of from twelve to twenty persons to provide guidelines under which participating institutions shall cooperate.

In the language of the act, the basic purpose of the experiment is as follows: "Pilot programs shall be instituted in those areas characterized by either representative problems, or serious or unique problems, with disadvantaged children." The plan is to be operated in cooperation with the State Education Department but not under its jurisdiction.

New Dilemmas in Accreditation

A recent landmark decision (if sustained by the U.S. Supreme Court) by the U.S. District Court in Washington, D.C., may vitally affect future directions of accrediting in higher education. On July 25, 1969, the presiding judge in the case of Marjorie Webster College vs. the Middle States Association of Colleges and Secondary Schools ruled that a refusal by the Association to consider application for accreditation on the grounds that the College was operated for profit constituted a violation of federal antitrust laws and ordered the Association to consider the application for accreditation. The court declared that "higher education today possesses many of the attributes of business. When higher education displays those attributes, it is barred from illegal restraints of trade. . . . Education . . . is a commodity being sold on a competitive basis, and the students are the customers. That competition . . . is unfairly and illegally restrained by the refusal of regional accrediting services to recognize any schools operated for profit." [15]

What this sweeping and unprecedented decision, if allowed to stand, may portend for higher education in this country is startling when all facets are examined. It could mean the abandonment of the historic role of voluntary associations in accrediting. It could lead to exclusive accrediting by legal authorities. It could eventuate in business enterprises entering the field of education, in competition with state and private institutions. It could imply strict judicial and legal controls of the standards of the profession of education. What does this decision portend for the NCATE?

A syndicated columnist commented on the court decision as follows:

When private organizations assume the prime function of a political government and begin to exercise compulsory power, it is time to stop, look and listen. The labor union that insists on the closed shop, or on dictatorial control of hiring halls, is perhaps the most notorious example of the type of organization that seeks to become a state within a state. However, the accreditation bodies that presume to dictate the content of higher education without a by-your-leave from anybody but themselves or the institutions they protect are right up there with the compulsory union advocates when it comes to assum-

[14] Edelfelt, Roy A. "Certification and Teacher Competence: Repair or Reform." Address before the Massachusetts Teacher Education and Certification Advisory Committee, Boston, February 3, 1968. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1968. 9 pp. (Mimeographed)

[15] Lippman, Thomas W. "Court Holds Profits No Bar to Accreditation of School." *The Washington Post,* July 25, 1969. p. B1.

ing monopoly powers. . . . We talk a lot about the need for educational experimentation and the quest for relevance. But our rage for institutionalizing everything acts as a drag on change. Relevant change always develops outside an official or quasi-official system. . . . Just why a college bent on survival must get the rating of an accrediting committee that represents a closed-circuit concept of education, with a self-appointed group establishing a self-designed seal of approval, is one of those mysteries of life that is suffocating in formalism even when it is crying to be free.[16]

If the Middle States Association should lose its appeal to the U.S. Supreme Court, the extent of the resulting upheaval in higher education, and in the teaching profession, challenges the imagination.

An additional element in the concern about inroads on voluntary accrediting associations is the entrance of the U.S. Office of Education into the accrediting field. While its "List of Nationally Recognized Accrediting Agencies and Associations"[16a] emphasizes the traditionally accepted work of voluntary agencies (6 regional and 31 professional associations are recognized), there are intimations of broader invasion of the field by the federal government. For example:

> For purposes of determining eligibility for United States Government assistance under certain legislation, the U.S. Commissioner is required to publish a list of nationally recognized accrediting agencies and associations which he determines to be reliable as to the quality of training offered by educational institutions and programs. Most institutions thus become eligible for Federal funds by way of accreditation or preaccreditation by one of the accrediting bodies *recognized by the Commissioner of Education. In some legislation, especially that intended to help developing institutions, provision is made for special qualifying steps that may be taken as alternatives to the normal accreditation process.* [Editor's italics.][16b]

To conform to federal legislation, the Commissioner has established (a) a special Accreditation and Institutional Eligibility Staff whose major functions include administration of the recognition process, and (b) an Advisory Committee on Accreditation and Institutional Eligibility, consisting of eleven nongovernmental educators, to assist him in determining agency eligibility for recognition. The procedures for recognition stipulate that (a) accrediting bodies and associations shall file requests for recognition with the director of the Accreditation and Institutional Eligibility Staff whose (b) Accreditation Policy Unit shall study the standards and procedures of the applicants for conformity to established criteria; (c) the Advisory Committee shall review the resulting report and may recommend that recognition be granted or that approval be deferred or denied. All nationally recognized accrediting agencies and associations shall be reevaluated by the Commissioner of Education at least every four years.

What the ultimate impact of the federal role will be on accreditation of schools, colleges, and professional programs, under legislation designed to exercise some controls over federal funds, cannot be predicted. It can be surmised, however, that the impact will be significant. With the advent of massive school support from the central government in the 1960's, the Office of Education was projecting directly into the accrediting field for the first time. Two earlier and indirect efforts—in 1867 and 1912—were beaten down by vehement protests from the schools affected.

The Future of Standardized Testing

A somewhat parallel situation is developing, not by court decree, but by external pressures in the areas of admission to higher education and to teaching. Open admission policies at several prestigious universities and dual admission policies at others leave puzzling implications, particularly with reference to the use of prescribed scores on standardized examinations. Apparently the test-makers are facing an insoluble dilemma.

Pressures during the last two years have forced several cities and at least one state to declare a moratorium on the use of scores on the National Teacher Examinations. San Francisco, New York, and the District of Columbia and several other cities have temporarily shelved such scores for achieving eligibility lists.

---

[16] Chamberlain, John. "Watch Groups Assuming Powers of Government," August 24, 1969. © 1969 by King Features Syndicate, New York, N.Y.

[16a] Issued by the Accreditation and Institutional Eligibility Staff, Bureau of Higher Education, Office of Education. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1969. 9 pp. (Multilithed)

[16b] *Ibid.*, p. 2.

Basically, there is an open and sometimes violent conflict between two philosophies of the meaning of education. One is the meritocratic concept based largely upon literary-cultural verbalism, in which success is measured in terms of ability to demonstrate degrees of mastery through tests. Admission policies are based on scores on standardized tests. Those who cannot achieve the cut-off scores are not admitted and thus are catalogued adversely. The second philosophy demands that, instead of compelling students or prospective students to conform to the standards of admission and performance set by higher education, these institutions should conform to the varied needs of students. This conflict poses a threat to the use of existing standardized tests for college admission, at least in present forms. The proponents of this philosophy contend that the tests are class-oriented, biased against minority groups.

Similar restiveness is currently being witnessed in England, where the Labour Party is proposing to abolish the eleven-year examinations as a means of selecting those persons destined for the grammar schools and for college and thus for prestige occupations. The proposal is that all children be sent to the comprehensive high schools which would, its proponents believe, tend to break down class and social lines.

Study of Part-time Teachers

Catalyst, a national organization formed in 1962 to encourage educated women to seek part-time employment in teaching and other public service, recently issued a study of the use of part-time teachers as one means of solving manpower problems in education. In 1965, a sampling study was made of 700 school districts through the questionnaire method, and a subsequent thorough inquiry of the practices in the use of part-time teachers was made in five communities.[17]

In the survey of the 700 school systems, 400 reported no use of part-time teachers and 300 reported some use. Superintendents in the 300 districts employing part-time teachers were reported as overwhelmingly in favor of their employment.

The profile of the typical part-time teacher is reported: She is married, in her late thirties or early forties, with one child or more. She is often a former teacher, averaging around five years of experience, is almost always fully certified for the grade or subject she is teaching, and has been busily improving her qualifications through study and practice. Eventually, she may return to full-time teaching.

The five communities in which intensive examination of practices was made consisted of two large cities—Detroit and Miami—and three smaller communities—Framingham, Massachusetts; Cedar Falls, Iowa; and Niskayuna, New York. Close to 500 part-time teachers were employed in these five communities—more than 400 in Detroit, 12 in Miami, 10 in Framingham, and 24 each in Cedar Falls and Niskayuna.

The Framingham plan is called "partnership teaching," in which two fully certified teachers share one full-time teaching position; one teaches in the morning and the other in the afternoon. The big task is matching teachers so that the curriculum, schedules, and assignments are coordinated and students are not frustrated or upset over having two teachers. In the Framingham plan, the part-time teaching teams function in the elementary schools.

Cedar Falls has been using part-time teachers for a decade or more, now having 24 in a full-time staff of 300. The experiment here has become a permanent arrangement. The part-time teachers in Cedar Falls serve to augment school services and to reduce class size. Partnership teaching, as in Framingham, is predominant here. The time served by these teachers ranges from one-fifth to nine-tenths of full time, with the modal practice being half-time. In Cedar Falls, part-time teachers are utilized from kindergarten through the high school, including the specialized areas of elementary school music, physical education, and vocal music. In the high school, there are part-time specialists in French, Latin, German, English, speech, social studies, homemaking, business education, and orchestra. Some of these teachers teach one daily class each in two or more schools; some handle an extra class only, where crowding

[17] Catalyst in Education. *Part-time Teachers and How They Work: A Study of Five School Systems.* New York: Catalyst, n.d. 39 pp.

compels another section; some serve as teacher aides and library helpers, although fully certified; some serve as lay readers of themes.

The use of part-time teachers in Niskayuna is similar to that in Cedar Falls. All are experienced teachers and the range of time is from two-fifths to four-fifths of the school day. The teaching areas range from kindergarten through senior high school, with emphasis at the upper levels being in special fields such as art, music, home economics, reading, guidance, and nursing as well as in the academic fields of math, science, and social studies.

The use of part-time teachers, which appears to be growing, developed because of the large number of women (especially) whose family obligations preclude acceptance of full-time assignments. The Catalyst study reports principals and supervisors as favoring the plan on the following grounds: (a) It helps reduce class size; (b) it provides some diversity of teaching procedure which students, in general, welcome; (c) it draws upon community resources of great talent; (d) it provides experts in special areas where the school needs a teacher for only one or two classes; (e) it is a source of productive community relations; and (f) it increases flexibility in scheduling.

Utilization of part-time teachers presents a real problem for certification. In cases of full qualification there is no problem, and in the Catalyst report this appears to be the predominant condition. The difficult problem arises with the liberal arts graduate or with the special subject teachers such as those in music, art, or home economics, and even in the academic fields of math and science.

Perhaps the use of proficiency examinations and the addition of performance criteria may become keys to solving this problem. Most states already have lower requirements in the subjects for teaching half-time or less than for full-time teaching. That leaves, however, the problem of required education credits.

In Detroit, where there has been a continuing teacher shortage of grave proportions, over 400 part-time teachers are employed (4 percent of a total teaching staff of 10,000); but the schools employ more than 800 substitute teachers, almost half of whom are without degrees. The prevailing pattern in Detroit is as follows: (a) More than half the part-time teachers work in the elementary schools; (b) one teacher works two days a week, the other three days; (c) they are about equally divided between homeroom teachers and those who teach music or art; (d) over 100 work in kindergartens or in special education.

In Detroit, there appears to be greater satisfaction with the work of fully certified part-time teachers than with the substitute teachers. Part-time teachers get tenure after two years; substitute teachers do not. This is cited as a probable reason why the central administration office appears to favor employing substitute teachers over part-time teachers. There is no systematic program for recruiting or effective use of part-time teachers, the program being regarded as a stop-gap, temporary, or emergency one.

Miami, with a total staff of 9,500 full-time teachers, employs only a dozen part-time teachers and about 2,000 substitute teachers. This is what central office records show. However, the Catalyst study found greater use of part-time teachers than the central office knew about. Part-time teachers were found to be teaching in foreign languages, art, and Asian studies.

The Catalyst study concludes:

1. There is an abundance of well-educated women able and willing to teach part-time.

2. Many schools make use of part-time teachers, in a variety of subjects and services and in a wide variety of time patterns.

3. Chief restrictive influences to the wider use of part-time teachers are rigid certification requirements, inflexible rules on retirement pay, and inflexibility of school administrators who have had no experience in using part-time teachers.

4. Preconceptions about part-time teaching generally tend to be mistaken, for example, that partnership teaching would confuse children, the partners would clash, and parents wouldn't like the plan.

5. Part-time teachers are most successful where, instead of using them to beat the teacher shortage, there is an organized, well-planned process to improve the quality of education.

Florida Study of Flexible Staff Organization

A significant study of flexible staff organization (FSO) in Florida was conducted by the State Department of Education as described below.

Enabling legislation, following close on the heels of Florida's 1968 educational crisis involving mass teacher resignations, provided the impetus to undertake the Flexible Staff Organization Feasibility Study. This study, completed in February 1968, led to a statewide involvement of teachers, administrators, lay citizens, college and university personnel, and government personnel. The study further came forth with a general framework for the development of "model projects" to be implemented in selected places throughout Florida leading toward new designs in staffing, with emphasis on the teacher and his staff, the teacher and curriculum—instructional decision making, and the management of the general learning environment.

In general, the purpose of the FSO Feasibility Study pilot models was to explore and identify better methods of staff utilization which would not only lead to improvement in the total teaching-learning process but also contribute significantly to the growth of education as a profession. The concept of differentiated staffing was seen as a possible way to achieve this objective.

More specific objectives of the proposed pilot model projects include the following:

1. To attract and hold talented teaching personnel in the profession by providing the opportunity for competent teachers to achieve professional status and compensation commensurate with their skills, experiences, and responsibilities.
2. To alter the curricular program and staffing patterns to fit student needs and abilities by identifying student performance criteria.
3. To support an individualized instructional program by identifying specific teaching tasks. (The grouping of these tasks will result in the identification of teacher performance criteria and in the facilitation of the evaluation of instructional programs.)
4. To identify criteria for pre- and in-service training programs for all personnel involved in flexible staff patterns.
5. To provide criteria for utilization of time and operational flexibility (e.g., modular scheduling) which will result in better applications of alternative instructional plans.
6. To provide instructional support systems which would utilize both human (specialist and auxiliary) and nonhuman (media and materials) resources.
7. To identify, train, and utilize personnel from all available sources to serve in a variety of ways in the process of education.

All of the solutions to educational problems in the latter part of the twentieth century are not to be contained in staff organization and utilization as this relates to learning. Yet, if public education is to continue in the great American tradition, complexities inherent in staffing must first be seen and then, with the involvement of the profession, recast to meet the demands of a new set of conditions.[18]

Differentiated Staffing

Since 1966, the NCTEPS has been advocating the need for defining and developing teaching positions requiring different preparation, different responsibilities, and presumably different pay levels.[18a] This proposal obviously is based upon several pressing needs: (a) To provide within the cadre of classroom teachers several categories of teaching positions. (b) To provide a means of continuous promotional possibilities. In a large degree, the promotional choices in the present organization tend to drive teachers into other careers. (c) To eliminate the present flatness in a classroom teaching career by providing graduated steps in the performance routine so as to avoid a given teacher being a captive of a set of routines which vary little during an entire career. Presently, a teacher, after twenty years of experience, may be going through the same routines that

[18] Reported by Rodney Smith, Florida State Department of Education.

[18a] Edelfelt, Roy A. "Redesigning the Education Profession." Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1969. 17 pp. (Multilithed)

made up his first year of teaching. The sameness and deadness of repetition kills enthusiasm and spontaneity and almost guarantees that somewhere along the way a life career in teaching will turn into one of deadly monotony. (d) To make it possible to increase needed manpower for the schools by identifying positions requiring a wide range of skills and knowledge. (e) To add a series of specializations within the job of teaching and to provide differentiated pay scales, based not upon some presumed measure of merit among teachers with precisely the same preparation and the same assignment, but upon varying preparation levels, areas of specialization, varying assignments, and varying responsibilities.

The NCTEPS suggested as one definition that "under a differentiated staffing arrangement education personnel would be selected, educated, and deployed in ways that would make optimum use of interests, abilities, and commitments and afford them greater autonomy in determining their own professional development." [19] This definition contemplates a staff which would include (a) teachers, some serving as leaders responsible for induction of new teachers, coordinators of teams of associates and assistants, diagnosticians of learning difficulties, etc.; and (b) a variety of specialists, administrators, student teachers, interns, persons from other professions, craftsmen, paraprofessionals, and teacher aides. The NCTEPS Year of the Non-Conference" [19a] began to emphasize this concept with the identification of 220 demonstration centers.[19b] This was followed up in the 1968 series of Regional TEPS Conferences and resulted in the report on *The Teacher and His Staff: Differentiating Teaching Roles* [20] and several other publications.

There has been considerable ferment in exploring the possibilities of the concept of differentiated staffing. It is yet too early, perhaps, to gauge either the extent of the movement or the success of it. Grants under the Education Professions Development Act (EPDA) have stimulated a number of comprehensive state studies and experiments with the idea. Yet, the reports of the state directors did not indicate widespread adoption of the plan; the reports tended to focus on experimentations utilizing teacher aides. A few states (Florida, Maryland, Massachusetts, New Jersey, New York, and Washington, for example) reported some progress in this direction.

The teacher aide-paraprofessional concept seems to be moving toward wide acceptance and implementation. One estimate is that there are now, perhaps, about 100,000 teacher aides employed in the public schools, a ratio of roughly one aide to twenty teachers. This movement toward employment of teacher aides and paraprofessionals apparently will grow until there is a 1:3, 1:2, or even 1:1 ratio. It will grow because of the pressing need to redeploy the teaching task to the extent that it becomes a tolerable one. Also, it will grow because of the desperate need to get more adults into the classroom. The discipline problem, if all other considerations are obscured, will require this.

For the implementation of the differentiated staff concept, however, there are obvious obstacles. Teachers tend to be wary of the concept on the following fears: (a) that it is a backdoor approach to merit pay; (b) that it is another hierarchical arrangement geared to differentiated pay scales; (c) that the differentiations will proliferate the positions of specialists without creating similar diversity of positions among classroom teachers with pay differentials enabling them to stay in the classroom; (d) that the concept originates with and is being pushed by professors whose purpose is to fasten on the public schools the staff gradations and pay differentials according to rank which exist in the colleges; and (e) that this concept is a revival (in part, at least) of

---

[19] National Education Association, National Commission on Teacher Education and Professional Standards. "A Position Statement on the Concept of Differentiated Staffing." Washington, D.C.: the Commission, May 11, 1969. 8 pp. (Multilithed)

[19a] National Education Association, National Commission on Teacher Education and Professional Standards. *Prospectus* (Year of the Non-Conference). Washington, D.C.: the Commission, 1966. 10 pp.

[19b] National Education Association, National Commission on Teacher Education and Professional Standards. *The Teacher and His Staff: Selected Demonstration Centers.* St. Paul, Minn.: 3M Education Press, 1967. 143 pp. © 1967 by the National Education Association.

[20] Report of the 1968 Regional TEPS Conferences. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1969. 120 pp.

the old Lancastrian or monitorial system as a bargain-basement approach to education.[21]

Of course, many such fears may be imaginary. But many are real. Parallel actions by the NCTEPS in the area of governance should serve as safeguards against much of this. But basically, the answer to genuine progress is broad participation by classroom teachers in experimentation with and exploration of the concept.

Sources

In the writing of this chapter on innovations in teacher education, certification, and accreditation, the comprehensive information furnished by the state directors was the major source. However, there were several other helpful sources, as follows:

1. Bowman, Garda W., and Klopf, Gordon J., et al. *New Careers and Roles in the American School.* Research conducted under contract with the Office of Economic Opportunity. New York: Bank Street College of Education, 1969. 256 pp.
2. Catalyst in Education. *Teaching: A National Directory of Preparatory Programs for Women College Graduates.* Englewood Cliffs, N.J.: Prentice-Hall, 1964. 274 pp.
3. Crenshaw, Joseph W. *Florida Flexible Staff Organization Feasibility Study.* Interim report. Tallahassee: Florida State Department of Education, 1969. 40 pp., Appendixes A-I.
4. Edelfelt, Roy A., editor. *The Role of the State Educational Agency in the Development of Innovative Programs in Student Teaching.* Report of a national conference funded by the U.S. Office of Education under P.L. 89-10, Elementary and Secondary Education Act, Title V, Sect. 505. Baltimore: Maryland State Department of Education, 1969. 149 pp.
5. ———. "Whither NCATE?" (Editorial) *Journal of Teacher Education* 21: 3-4+; Spring 1970.
6. Florida State Department of Education. "Differentiated Staffing—Plugging the Classroom Drain." *Florida Schools* 31:1-31; September-October 1968.
7. Howe, Harold. *The People Who Serve Education.* A Report on the State of the Education Professions. U.S. Department of Health, Education, and Welfare, Office of Education, OE-10059. Washington, D.C.: Government Printing Office, 1969. 20 pp.
8. Joyce, Bruce R. *The Teacher and His Staff: Man, Media, and Machines.* Washington, D.C.: National Commission on Teacher Education and Professional Standards and Center for the Study of Instruction, National Education Association, 1967. 28 pp.
9. Klopf, Gordon J., and Bowman. Garda W. *A Learning Team: Teacher and Auxiliary.* Prepared by the Bank Street College of Education for the U.S. Office of Education. Washington, D.C.: Government Printing Office, 1969. 163 pp.
10. Maryland State Department of Education. *Public School Laws of Maryland, 1969.* Baltimore: the Department, 1969. 74 pp.
11. National Education Association, National Commission on Teacher Education and Professional Standards. "A Position Statement on Certification and Accreditation." Washington, D.C.: the Commission, May 5, 1969. 4 pp. (Multilithed)
12. ———. *TEPS Write-in Papers on Flexible Staffing Patterns.* Washington, D. C.: the Commission, 1969.
    No. 1, "Differentiated Staffing: Expectations and Pitfalls," by Don Barbee.
    No. 2, "An Anchor to Windward: A Framework of State Certification To Accommodate Current Developments in Differentiating Staff Roles," by Alvin P. Lierheimer.
    No. 3, "Studying Teacher Classroom Behavior To Determine How Paraprofessionals Can Help in the Classroom," by Donald M. Sharpe.
    No. 4, "Et Tu, Educator, Differentiated Staffing?" by Fenwick W. English.
13. ———. *The Teacher and His Staff/Occasional Papers.* Washington, D. C.: the Commission.
    No. 1, "Differentiated Staff: Putting Teaching Talent to Work," by Dwight W. Allen, 1967.
    No. 2, "A Plan for a New Type of Professional Training for a New Type of Teaching Staff," by Kevin A. Ryan, 1968.
14. ———, in conjunction with the Kansas City, Missouri Public Schools. *Differentiated Staffing Evaluation.* Washington, D.C.: the Commission. June 1969. 97 pp.
15. New York State Education Department, Division of Teacher Education and Certification. *Taking Your Talents Across State Lines.* Interstate Certification Project. Albany: the Department, n.d. 9 pp.
16. ———. *State Education Departments' Policies and Practices in the Approved Program Approach to Teacher Certification.* Interstate Certification Project. Albany: the Department, n.d. 125 pp.
17. Smith, B. Othanel; Cohen, Saul B.; and Pearl, Arthur. *Teachers for the Real World.* Washington, D.C.: American Association of Colleges for Teacher Education, 1969. 185 pp.

[21] For a summary of these and other apprehensions, see National Education Association, Association of Classroom Teachers. *Classroom Teachers Speak on Differentiated Teaching Assignments.* Washington, D.C.: the Association, 1969. 32 pp.

SUMMARY OF PREPARATION-CERTIFICATION STANDARDS AND PROCEDURES

The even-paced progress toward increasing state minimum standards for certification, reported consistently since 1961, continues to be reflected in this edition of the *Manual.*

Elementary Teachers

Since 1961, only four states have moved to the minimum requirement of a bachelor's degree for elementary school teachers. In 1967, four states (Nebraska, North Dakota, South Dakota, Wisconsin) and Puerto Rico were reported as not requiring the degree. In 1970 the numbers remain the same, but there has been one shift upward and one downward—North Dakota now requires the degree and Vermont has dropped back to the 90-hour level.

Thus, in 1970, all states except Nebraska, South Dakota, Vermont, and Wisconsin enforce the minimum of the bachelor's degree for beginning elementary school teachers. Arizona reported a five-year requirement, but this is for the standard certificate; temporary certificates, valid for five years, may be issued on completion of a bachelor's degree and an approved program. Nebraska reported that effective September 1, 1972, elementary teachers in accredited schools must have a certificate based on degree preparation. In South Dakota, effective July 1, 1972, no regular certificates will be issued on less than the degree, and virtually no use of below-degree certificates is expected after July 1, 1970. Wisconsin reported that the degree will become the minimum requirement beginning with the 1972-73 school year. In the meantime, holders of certificates issued to graduates of two- and three-year programs must complete the degree within seven years.

So, in 1970, only four states and Puerto Rico [1] are not enforcing the degree requirement for elementary teachers, but three of the four (Nebraska, South Dakota, and Wisconsin) officially have set deadlines for enforcement of the degree.

Secondary Teachers

For secondary school teachers, all states enforce the minimum of the bachelor's degree for initial certification, with Arizona specifying five years but with the same qualification as noted above for elementary teachers. The District of Columbia specifies the bachelor's degree as the minimum for junior high school teachers and the master's degree for senior and vocational high school teachers. (See Table 1, page 48.)

Administrators

The upward movement of minimum standards for certification of administrative positions continues to be reflected in the *Manual* (Table 6, page 64).

For elementary school principals, forty-seven states (including the District of Columbia) require five years of preparation or more, with three requiring six years; and four states require less than five years. For secondary principals, a total of forty-nine states (including D.C.) require five years or more, with three states requiring six years; only two states require less than five years. At both levels, one state neither issues such a certificate nor specifies required preparation. For superintendents, forty-nine states (including D.C.) require five years or more, twenty-four require six years or more, and one requires seven years. Only one state requires less than five years. Two states do not issue such a certificate or specify required preparation.

Fifth Year of Preparation

Twelve states reported that completion of a fifth year of preparation is required, in most cases

[1] *N.B.* Puerto Rico did not submit a report for this edition of the *Manual.* Where answers are included, they are from the material submitted for the 1967 Edition. For up-to-date information, write the Certification Officer, Department of Education, Hato Rey, P.R. 00900.

for both elementary and secondary school teachers, within a specified period of teaching on the initial or bachelor's degree certificate. *Arizona* requires the master's degree or equivalent in credits within a period of six years for both elementary and secondary teachers. *California* has the same requirement within a seven-year period. *Connecticut* requires completion of a fifth year within ten years. *Indiana* requires the master's degree within five years. *Kentucky* requires completion of a fifth year within ten years. *Maryland* specifies the master's or equivalent within ten years. *Nebraska* requires the degree for the Professional Teaching Certificate but no mandatory period was specified. In *New Mexico,* those who entered college after September 1, 1963, must complete the fifth year or master's degree within a period of eight years. *New York* requires completion within a five-year period. *Oregon* requires the master's or 45 quarter hours for secondary teachers only but did not specify a time limit. *Rhode Island* requires a degree or 36 semester hours within a six-year period. *Washington* requires the fifth year within a period of six years.

Indiana appears to be the only state that mandates completion of the master's degree. The others accept the degree or a year of postbaccalaureate preparation.

Two other states reported requiring advanced preparation but less than the fifth year. *Michigan* in 1967 reported that a fifth year was required within five years but in 1970 reported the requirement as 10 semester hours within six years. *Pennsylvania* requires 24 semester hours within six years.

There is no readily apparent reason for a decrease from eighteen in 1967 to twelve in 1970 in the number of states mandating completion of the fifth year (with the exceptions of Michigan and Pennsylvania which were included in the 1967 total). In the 1967 report, only ten of the eighteen states specified a time limit for completion of the advanced preparation. Thus, the decrease may be more apparent than real.

Increased Levels of Preparation

To a question about the adoption of future deadlines for requiring increased preparation, eleven states responded as follows:

Georgia. In 1974, the fifth year will be required for a continuing teaching certificate.

Kansas. On January 1, 1970, Administrator's Certificate I changed from 30 to 36 hours of graduate credit, Certificate II from 36 to 48, and Certificate III from 48 to 60.

Michigan. After July 1, 1970, teachers receiving the provisional certificate must qualify for the continuing certificate with 18 hours of credit beyond the bachelor's degree.

Minnesota. Supervisory certification requirements *may* be increased to the level required for superintendents or principals.

Missouri. Increased standards for both elementary and secondary teacher certification become effective on July 1, 1970, including increased requirements in general education and teaching fields.

Nebraska. Effective September 1, 1972, elementary teachers in accredited schools must hold a teaching certificate based on degree preparation.

Nevada. On September 1, 1969, the supervised-teaching requirement was increased to 6 semester hours and professional preparation for secondary school certification to 20 semester hours.

Pennsylvania. New regulations issued in 1968 provide for comprehensive revision and upgrading of requirements, with emphasis on approved programs.

South Carolina. Six semester hours are required each five years for the continuance of a teacher's certificate.

South Dakota. The issuance of nondegree certificates will be discontinued effective July 1, 1972.

West Virginia. Consideration is being given to increasing the number of hours required for the secondary principal endorsement.

Significant Changes Since 1967

States reported the following major changes in certification requirements and procedures, or in teacher education, since publication of the 1967 *Manual*:

Alaska is at present rewriting rules in order to base certification on approved programs in teacher education.

Arkansas, since 1968, has required 60 semester hours of graduate work for the administrative certificate and began in 1969 to certify reading teach-

ers and kindergarten teachers. Arkansas is moving toward NCATE reciprocity and toward the approved-program approach to certification.

California. (a) The State Board of Education eliminated most of the specific requirements in favor of an approved-program approach. There will be a transition period until January 1, 1974, when the plan is expected to be fully implemented. Approved-program regulations were adopted for teaching credentials only. It is hoped that other areas will follow. (b) The state became a member of the Interstate Reciprocity Compact. (c) School districts are authorized to initiate teaching internship and school service internship programs in cooperation with colleges and universities. (d) Legislation was proposed creating a fifteen-member Professional Commission for Teacher Preparation and Licensing (except for five public members); it also provided for a complete examination system to determine authorizations in lieu of certain alternatives at the discretion of the Commission. The legislation passed but was vetoed by the Governor. The Governor's veto message is an interesting document; here are some excerpts:

> This bill enacts the Teacher Licensing and Preparation Law of 1969. It transfers the credential issuance and renewal administration from the State Board of Education to a newly created Commission for Teacher Preparation and Licensing.
>
> There is little doubt that a major overhaul is very much needed in the areas of teacher preparation, evaluation, and credentialing. Scarcely a voice has been raised to the contrary. It is also obvious that it would be desirable to develop, as is stated in AB 740, licensing regulations which are "flexible, realistic, responsible, and simple."
>
> In view of the above, it is perhaps not surprising that responsible and informed people of the greatest good will argue with intensity on both sides, for and against, AB 740. Within its many broad, complex, and innovative provisions, there are some things to please most. There are also some things which give concern to many. I veto this bill at this time not because I wish to discourage attempts at change in this area; on the contrary, I encourage change in the area covered by the bill.
>
> Because so many responsible educators report sections of the bill which they "don't understand," because of elements within the bill which are seen by some as contradictory, because there is a major question as to whether testing for measuring the qualifications of teachers is a hope for the future or a proven dinosaur of the past, because there are questions regarding the jurisdiction and responsibility of the State Board of Education in its relationship to the Commission suggested by AB 740, and, finally, because, where there are so many questions, it would be so much better to develop clear answers before, and not after, a bill becomes law, I veto this measure. . . .

Connecticut. New administrative and supervisory requirements became effective in September 1968. Provision for acceptance of equivalent preparation was expected to become effective in fall 1969. There was establishment by statute (1969) of a State Advisory Board.

Delaware. There was approval for reciprocity purposes of (a) graduates from institutions approved on the basis of Circular 351, and (b) the Interstate Compact. Requirements changed for general science, driver education, and administrative assistants. New certificates were added: assistant superintendent, director, supervisor of transportation, transportation manager, substitute teachers, interns, teacher aides; elementary or secondary certificate valid in middle school (grades 5-8). A permit program was developed for auxiliary staff.

Florida. (a) Rank 1A Certificate was established. (b) Noncitizens must have the equivalent of a four-year degree granted by an institution of higher education in the United States. (c) The National Teacher Examinations, Graduate Record Examination, and Scholastic Aptitude Test are no longer required or accepted for Florida teacher certification. (d) Teaching certificates may be extended on the basis of in-service education (in an approved program, without college credit).

Georgia is moving toward the fifth-year level of education for a continuing teaching certificate (as mentioned previously). Minor changes provide for a narrow, single-subject specialization for social studies and natural science rather than a broad-field type of certification; for a broad certificate in administration and supervision; for an internship program in lieu of student teaching; and for recognition through certification and salary of the doctor's degree.

Hawaii. Effective September 1, 1969, there were changes in certification requirements for

teachers and specialists; separate certification for administrators was adopted, as was a temporary teaching certificate and an adult education teaching certificate.

Idaho. The issuance of provisional certificates was discontinued.

Illinois. Administrative certificates—general supervisory, general administrative, superintendent—were upgraded, and there was a change in registration of substitute certificates.

Kansas. The State Department of Public Instruction became the State Department of Education under which all educational enterprises in the state must be accredited or licensed. Authority changed from a state superintendent of public instruction to a State Board of Education; ten members are elected by popular vote from each of ten districts into which the state is divided. All public school districts in the state were unified. A Teachers Professional Practices Act was passed by the 1969 legislature. Program approval for certification was given to each of the twenty-four teacher-preparing colleges and universities in Kansas.

Kentucky. There are new programs for school administrative positions and for school social workers and kindergarten teachers. A Certification Review Committee was authorized.

Maryland. A lay-professional committee appointed by the State Board of Education to study the certification requirements completed its report, and after very thorough review by the Board, the revised regulations were adopted on November 26, 1968. Two of the most important changes were the establishment of a Professional Standards Board and a Review Board and the broadening of provisions for reciprocity. Maryland was the first state to pass legislation permitting the use of the Interstate Compact. In February 1967, the State Board of Education adopted standards for the approval of teacher education programs in Maryland and is now about to adopt proposed procedures for team visits.

Massachusetts. An extensive study of teacher education and certification has been made by the Massachusetts Advisory Council on Education and a report issued (MACE Study). Legislation to implement the report failed to pass.

Michigan. A new certification code was approved, effective July 1, 1967. It will be fully implemented for initial certification by July 1, 1970, and for continuing certification by July 1, 1976.

Minnesota. Certification requirements are moving toward performance objectives. Specific credit hours are being eliminated in favor of varying programs.

Mississippi. Effective September 1, 1972, elementary teacher certificates, presently valid for grades 1-8, will be endorsed for K-3 or 4-8 and will require 39 hours of specialized and professional education plus an area of concentration.

Missouri. There was a general upgrading of teaching field requirements from 24 to 30 or 40 semester hours. Special education fields added were learning disabilities, emotionally disturbed, and remedial reading.

Nebraska. Legislation was passed in 1969 permitting the employment as teacher aides of persons who do not hold a valid Nebraska teaching certificate, provided they may not assume any teaching responsibilities.

Nevada. New requirements for teacher certification were adopted, effective November 1, 1968. A single certificate is endorsed for teaching field specialization(s).

New Hampshire. A study commission has been at work since December 1968. Their report was scheduled for completion in the fall of 1969.

New Jersey revised professional education requirements for subject certificates to emphasize earlier field experience in both school and community agencies and intercultural relations for teachers in urban areas. Also significant are the formation of an Appeals Committee, emphasis on the approved-program approach to certification, adoption of the Interstate Reciprocity Compact, and a reduction in the number of separate certificates issued.

New York revised certification requirements for elementary teachers, secondary academic and special subject teachers, and administrators and supervisors; eliminated the citizenship requirement; established eleven regional offices; adopted a permit for teaching service in areas for which no certificates exist; adopted regulations for employment of teaching assistants; and initiated the Interstate Certification Project (see page 36).

North Carolina. The elementary certificate has been changed to provide a program with more flexibility and relevancy to the teacher's role, in favor of more flexible situations. There are new certificates for early childhood education and middle or intermediate grades.

Oklahoma. New certificates are available for journalism, special education of deaf and hard-of-hearing, audiovisual specialist, school nurse, and reading specialist.

Pennsylvania. A complete revision of the teacher certification regulations has been developed, based upon the approved-program approach. Certificates are classified into four basic types—Instructional, Education Specialist, Supervisory, and Administrative. Provisions have been made for issuing vocational education certificates to persons completing nondegree requirements at Pennsylvania institutions with approved programs. Effective July 1, 1969, all graduates of approved Pennsylvania teacher education programs receive their certificates through program approval, upon recommendation of the institution; the certificates are issued by data processing. The Department no longer advises persons about courses or credit hours needed for certificates; this information is now obtained through advisers in approved institutions.

Rhode Island adopted certification requirements for school social workers, upgraded requirements for guidance counselors and supervisors, and passed the Interstate Compact agreement.

South Carolina changed the grading of certificates based on a score on the NTE Common Examination to a single passing grade of 975, with minimums of 450 on the common and 450 on a teaching area examination.

South Dakota added an approved six-year course (specialist's degree) and advanced superintendent to its list of endorsements.

Texas adopted certification for kindergarten teachers and new requirements for visiting teachers of 36 hours above the bachelor's degree and three years of teaching experience.

Virginia. The State Board of Education authorized the approved-program approach to teacher certification in 1968. Certification requirements were upgraded effective July 1, 1968.

Washington. The State Board adopted performance-based standards for professional support personnel and educational staff associate, effective July 1, 1969. A pilot program for teachers and administrators under similar standards is under way.

Wisconsin. Standards have been revised for certification of counselors, vocational teachers, librarians, social workers, school business managers, and nonprofessional personnel.

Wyoming. The teacher certification regulations were revised, effective January 1, 1969, and the Professional Standards Board was established.

Personnel Required To Hold Certificates

In every state, professional school personnel in public elementary and secondary schools are required by law or regulation to hold certificates issued by the designated legal authority (usually the state department or board of education). (See Table 7, page 66.) Personnel include administrators, supervisors, teachers, and professional nonteaching specialists—counselors, curriculum directors, etc.—usually designated as special school service personnel.

A total of forty-seven states (including D.C. and P.R.) require kindergarten teachers to hold certificates if the kindergarten is operated as part of the public school system, while nineteen states require teachers in both publicly supported prekindergarten (nursery) and kindergarten schools to hold certificates.

Five states do not require the certification of kindergarten teachers and thirty-three states (including D.C. and P.R.) do not require the certification of nursery school teachers, presumably because they do not provide for public support of such schools. Only eight states (Connecticut, Iowa, Kansas, New Jersey, New York, Pennsylvania, Rhode Island, and Utah) reported that state or local support is provided for nursery schools, while thirty-seven states reported some such aid for kindergartens.

Seven states (Arizona, California, Florida, Iowa, Kansas, Massachusetts, and Missouri) require teachers and administrators in public junior colleges to be certificated. Kansas also has this requirement for private junior colleges accredited by the State Department of Education.

Twenty-six states require either by law or regulation that teachers at one or more levels in nonpublic schools be certified. Fourteen states specified that this is required *by law* (Connecticut, Hawaii, Iowa, Kentucky, Maine, Michigan, Nebraska, North Carolina, Ohio, Pennsylvania, Rhode Island, South Dakota, Washington, and West Virginia). In Connecticut, Pennsylvania, and Rhode Island, new laws allocate aid to teachers (usually of nonreligious subjects) in nonpublic schools, requiring that they must be certified within three years in Connecticut and within five years in Pennsylvania and Rhode Island.

Nine states (Alabama, Alaska, Colorado, Kansas, Montana, Nevada, New Mexico, North Dakota, and Oklahoma) specified that *by regulation* they require the certification of teachers in nonpublic schools. Louisiana and Virginia did not specify, and Puerto Rico did not report for 1970.

Maryland and South Carolina said they will issue certificates on request to nonpublic school teachers who meet requirements. Nine states (Alaska, Colorado, Connecticut, Kansas, Louisiana, Montana, North Dakota, Oklahoma, and Virginia) require certification of teachers in nonpublic schools if the schools are accredited by the state department of education.

Thus, twenty-six states apparently have no provision for the certification of teachers in nonpublic schools.

Licensure of Subprofessionals

Only eight states reported some form of licensure for subprofessionals, paraprofessionals, or teacher aides—Delaware, Illinois, Iowa, Michigan, New Jersey, New Mexico, Vermont, and Wisconsin.

Delaware issues permits to teacher aides; this will also be applied to teacher assistants and associates. They must be high school graduates and local districts must provide job descriptions and plans for preservice and in-service training. *Illinois* has set a minimum requirement of 30 semester hours of training for teacher aides but does not issue a license. Iowa licenses teacher associates. *Michigan* originally licensed teacher aides in the Bay City Experiment beginning in 1953. Presently, if aides are employed in a noninstructional capacity, licensure is not required.

Many states reported that the regulation of subprofessionals is a problem of growing concern and under study, and most states reported control over the use of aides by guidelines or regulations.

Colorado has published a comprehensive booklet ("The Use of Teacher Aides in Colorado") for the guidance of school districts in the recruitment, training, and employment of aides. So has *Kansas* ("What You Should Know About Teacher Aides"). *Missouri* has specified qualifications (clerks, high school graduation; teacher assistants, a minimum of 64 semester hours) but no licensure. *Nevada* has a statute, as follows:

> The Board of Trustees of a school district (a) may employ teacher aides and other auxiliary, nonprofessional personnel to assist certificated personnel in the instruction or supervision of children, either in the classroom or any other place in the school or on the grounds thereof. Such noncertified personnel shall be given direct supervision of certificated personnel in all duties which are instructional in nature, but may perform duties which are not primarily instructional in nature without a certified person in attendance. (b) Shall establish policies governing the duties and performance of teacher aides.

The *New Jersey* State Board of Education specifies in its adopted regulations that school districts employing aides shall submit to the county superintendent for approval job descriptions for each type of aide to be employed, including types of proficiency needed, qualifications, duties, and arrangements for supervision. Uniform statewide standards for licensure are not established as yet.

Extensive guidelines regarding the qualifications, use, and supervision of aides have been issued by eleven states (Colorado, Kansas, Mississippi, Montana, New Jersey, New Mexico, Rhode Island, South Dakota, Washington, West Virginia, and Wyoming).

General Requirements for Certificates

Very few changes in the general requirements for certification (see Table 8, page 68) have been reported in successive editions of the *Manual*. There has been a small drop (two) in the total of states requiring U.S. citizenship, which now stands at thirty, and a decrease of four in the number of states requiring a loyalty oath, to a

total of twenty-one. Only ten states now require employment as a prerequisite to certification; forty-four states require recommendation of the preparing college or the employing superintendent for issuance or reissuance of a certificate. The modal minimum age for certification is 18, required by twenty-eight states (including P.R.), while eighteen states (including D.C.) have no minimum age requirement. A total of twenty-five states (including D.C. and P.R.) now require no fee for issuing a certificate; the fees required by the other twenty-seven states range from $1 to $20. Only twenty-one states now require a general health certificate and fourteen require a chest x-ray.

Special Courses

A total of twelve states reported the requirement of a special course, but only the following eight actually require a special course as defined herein, i.e., one which can be secured only in an in-state institution: *Arizona*—state constitution; *Louisiana*—state history (for elementary teachers only); *Nevada*—state school law and constitution (can be satisfied by credit or examination); *Oklahoma*—state history (credit or examination); *Texas*—state and federal governments (by credit or examination); *Washington*—state or Northwest history and government (required of teachers recommended for all elementary grades or for intermediate grades and teachers of social studies); *Wisconsin*—cooperatives for teachers of economics, social studies, and agriculture; conservation for teachers of science and social studies; *Wyoming*—state constitution (by credit or examination). Only four of the eight states (Arizona, Louisiana, Washington, and Wisconsin) require *credit* in the required special course, with Louisiana and Washington requiring it of certain teachers only and Texas permitting one year to take it. Thus, the special course with discriminatory nuances for out-of-state applicants has virtually disappeared.

Types of Certificates Issued

Twenty-six states (a decrease of one since 1967) issue a life or permanent certificate. Eleven states (a decrease of one) issue a blanket or general high school certificate, without endorsement of teaching subjects or areas. This represents a decrease of four states since 1961. The predominant practice (forty-five states) is to endorse the academic fields on high school teaching certificates. Five states issue both types, blanket and endorsed. Forty-two states endorse special fields on high school certificates. Twelve states issue a separate certificate for each special field, and six of these also issue endorsed certificates for special fields.

Separate-Name Certificates

According to the reports from the states, there was a small decrease (11) since 1967 in the number of separate-name certificates issued. The total reported in 1967 was 550; for 1970 the total was 539. The largest reduction was in Nevada—from 21 to 1. Nevada reports that they now issue one basic certificate with multiple endorsements. Washington reported a reduction of 5. The largest increase was reported by California, from 15 to 21.

Several new teaching fields have emerged in recent years. Also, efforts to achieve differentiated staffs have resulted in new designations for specialist positions. It is surprising, therefore, that a significant increase in the number and types of certificates was not reported, especially in view of the fact, as suggested in previous editions of the *Manual,* that the real pressures for proliferation of certificates come largely from within the profession itself—from members of a new category of teaching or specialization seeking the status of a distinctive certificate.

Special Certification Programs

Peace Corps

Sixteen states reported special certification plans for Peace Corps teachers, as follows:

California—Peace Corps preparation and service are accepted in substitution for professional requirements. All other scholastic requirements must be met. *Hawaii*—bachelor's degree and two years of Peace Corps experience. *Kentucky*—bachelor's degree, one summer of professional preparation, and completion of 8 semester hours of credit each year after employment until full requirements are met. (These same requirements apply to liberal arts graduates.) *Maryland* and

Massachusetts—Peace Corps teaching experience may be substituted for student teaching. *Minnesota*—experience and credits are acceptable. *Missouri*—a one-year temporary certificate is granted; the applicant must sign an academic contract with an accredited college to complete 8 semester hours toward removing any deficiencies. *New Hampshire*—equivalency. *New York*—an extensive program for recruitment and education; 12 semester hours in professional requirements and student teaching are waived for Peace Corps experience. School districts are urged to allow credit on salary schedules for Corps experience. *North Carolina*—Peace Corps experience is recognized on the regular certificate for salary purposes. *Ohio*—waiver of student teaching. *Oregon*—baccalaureate and two years of teaching experience in the Peace Corps. *Pennsylvania*—plan is under negotiation. *Rhode Island*—two years of Peace Corps teaching experience is accepted in lieu of student teaching. *Vermont*—automatic professional probationary certification. *Washington* accepts those eligible for temporary or provisional certification; those not eligible are referred to teacher education institutions which may give consideration to Peace Corps teaching experience in planning the program to be completed for certification.

Adult Education Teachers

Twelve states said specifically that they have special certification plans for adult education teachers. Some of the state responses follow:

Arizona—candidate must be a member of a college faculty, hold a regular certificate, or have experience and competence in a specialized area. *California*—four years of education or experience or a combination of education and experience in the subject to be taught. *Delaware*—bachelor's degree in professional education or a major in social studies or English for teachers of adult basic education; bachelor's degree with two years of training or three years of experience in a special field for general adult education. *Florida*—temporary certificates are reissued without additional credit. *Georgia*—in 1970; programs and requirements are being developed. *Indiana*—if adult education involves the granting of high school credit, regular certification is required; if classes are in vocational areas, conditional certificates are issued. *Michigan*—a special permit is issued. *Minnesota* and *Washington*—teachers are certified at the request of local school authorities. *Montana* and *South Dakota*—certification is required for adult education involving high school credit. *New Mexico*—certification is granted on request of the Adult Basic Education Unit of the State Department of Education. *New York*—valid regular teaching certificate, adult education certificate, or evening vocational certificate. *West Virginia*—the requirements for certification are administered by the Vocational Division of the State Department of Education. *Wisconsin*—adult education is a function of vocational schools, which have their own state board and certification regulations.

Head Start Teachers

Only seven states reported special certification plans for Head Start teachers. As a general rule, they are expected to meet the same requirements as other elementary or early childhood teachers. If they have completed the bachelor's degree, such teachers can secure emergency certificates in a few states.

Teacher Corps Interns

Twenty-seven states reported that special certification plans have been developed for Teacher Corps interns. *Kentucky, Maryland, Massachusetts, Minnesota, Rhode Island, Utah, Vermont*—same provisions as for Peace Corps applicants. *Arizona, Michigan, Pennsylvania, Wisconsin*—student intern certificates. *California*—authorizes intern programs in school districts and colleges. *Colorado*—issues a letter of authorization for interns. *Florida, Georgia, Missouri, Oregon, Texas, West Virginia*—agreements with certain institutions regarding preparation programs. *Nebraska, New Hampshire, New Mexico, South Dakota, Washington* — one-year provisional certificates. *Mississippi*—certification after a two-year program is completed. *New York*—a comprehensive program under the Teacher Reserve Program includes recruits from the Teacher Corps. *North Carolina*—recognizes experience for salary placement.

Retired Military Personnel

Twelve states reported special certification plans for retired military personnel, but no clear pattern emerged from an analysis of the provisions. A half-dozen states issue certificates to junior ROTC instructors. A few issue emergency certificates and several apply the same provisions as for Peace Corps and Teacher Corps applicants. One state reported an accelerated bachelor's degree program. As a general rule, the certification requirements are the same as applied to any other applicant.

Special Teacher Education Programs

Twenty-two states reported special teacher education programs for one or more of returned Peace Corps volunteers, Teacher Corps interns, military personnel, Head Start teachers, or adult education or other teachers. A summary of the programs: *Arizona, California, Florida, Louisiana*—for members of the Teacher Corps. *Colorado*—junior college programs for preparing teacher aides and paraprofessionals. *Indiana*—workshops for adult education teachers and teachers of migrant workers. *Nevada*—for teachers in rural schools. *New Mexico*—new programs leading to M.T.Ed. and M.Ed. degrees. *Oklahoma*—for special education teachers. *Rhode Island*—Intensive Teacher Training Program to prepare general college graduates for teaching. *South Carolina*—for adult education. *Texas*—accelerated program for preparing liberal arts graduates for certification. *Utah*—approved teacher education institutions are authorized to provide programs that make exceptions for such personnel.

The Certification Authority

All states except Arizona, California, Colorado, Kentucky, Minnesota, New Hampshire, New Mexico, North Dakota, and Ohio reported a broad grant of authority by law to the state board of education. This means that state boards are empowered to issue regulations prescribing the requirements to be met for certificates and to issue certificates to qualified applicants. Of course, most state legislatures specify in law many of the general requirements for certificates—age, citizenship, loyalty oaths, good health, etc. But in the main, the broad legal powers are vested in the chief state education agencies. (See Table 9, page 70.)

A total of nine states reported that the legal authority for certification is shared to some extent with other agencies, as follows:

California. County boards of education may issue county certificates for payroll purposes, pending the processing of applications in the state office, for a maximum of 120 days or until state credentials are issued or denied. Also, county superintendents are authorized to issue certificates for student teaching upon recommendation of institutions accredited by the State Board of Education. The Governing Board of Community Colleges formulates standards for public junior college certification.

Delaware. The City of Wilmington is authorized to certify its teachers.

Illinois. Cities of more than 500,000 population (Chicago) are authorized to issue certificates to their teachers.

Kentucky. The Council on Public Higher Education is authorized to prescribe curricula for teacher education, and its recommendations must be adopted by the State Board of Education.

Massachusetts. Statutes authorize certain bureaus to certify in some specialty fields. (Vocational Bureau approves vocational teachers; Bureau of Civic Education approves citizenship teachers; teachers of the blind and of the emotionally disturbed are approved by appropriate bureaus.)

Missouri. State colleges and universities are authorized to grant life certificates to B.S.E. graduates.

New York. Buffalo and New York City are empowered to issue certificates based on minimum state standards.

North Dakota. State colleges can issue initial certificates.

Oklahoma. The new Professional Standards Board will serve in an advisory capacity.

Washington. Public four-year colleges and universities are authorized to issue initial certificates only, in accordance with standards prescribed by the State Board of Education.

Misassignment of Teachers

In general, four processes for exercising control over the misassignment of teachers were reported by the states: (a) certification, (b) threat of loss of accreditation, (c) loss of state aid allotments for teachers' salaries, and (d) a combination of (b) and (c).

Twenty-one states (Alabama, Arkansas, Colorado, Florida, Georgia, Illinois, Minnesota, Mississippi, Montana, Nebraska, New Mexico, North Carolina, North Dakota, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, and Wyoming) rely heavily upon the threat of loss of state accreditation for enforcement. This is often accompanied by reduction in state aid for misassigned teachers. Nine states (Delaware, Kentucky, Maine, Massachusetts, Michigan, New York, Pennsylvania, Rhode Island, and South Dakota) mentioned specifically the threat of loss of state aid.

Eleven states (California, Hawaii, Idaho, Indiana, Kansas, Nevada, Ohio, Oklahoma, Oregon, West Virginia, and Wisconsin) seem to rely upon the provisions of law or certification regulations (endorsements) as control measures.

Only in a few instances is the certification office charged with responsibility for the enforcement of assignment. Most states conduct a check of assignments against certification endorsements. These checks are usually made by the office responsible for school accreditation or by the office administering state aid allotment to schools. Several states reported the use of computers in such checking.

Revocation of Certificates

One aspect of teacher certification that has received relatively little attention, as measured by the paucity of published studies, is that of the revocation of practitioners' certificates. Certainly, one obligation of any profession is to exercise primary concern for eliminating the incompetent and the unethical from its ranks. Expulsion from membership in the professional association is one means of doing this. But only when this is coupled with revocation of the certificate is complete expulsion effected. Grounds for such revocation are a matter of law in each state.

DiNello and Hawkins,[2] in a study made in 1969 with the cooperation of the state certification directors, inquired into the existing bases for revocation and the extent of the actual application of these bases. The most frequently cited bases for possible revocation of certificates were immorality (forty-five states), incompetency (thirty-one states), and violation of the law (thirty states). Insubordination was the least frequently cited among the major causes in law (fifteen states).

Other bases for possible revocation reported in state laws were abandonment of contract (twenty-five states), unprofessional conduct (twenty-three states), and negligence (twenty states). Twenty-two states cited a variety of "other causes" for possible revocation of licenses. Among these were substantial noncompliance with school laws and regulations, inability to perform teaching duties, fraud, willful neglect of duty, misconduct in office, falsification of credentials, disloyalty to state or U.S. Constitution, dishonesty, intemperance, alcoholism and physical inability, cruelty, nonpayment of state teaching scholarships, habitual use of drugs and narcotics, commitment to a mental institution by a court, violation of rules of the board of education, revocation in another state, and voluntary revocation.

A total of 398 revocations were reported by the states for the two-year period 1967 and 1968 (223 in 1967 and 175 in 1968). The frequencies of causes for revocation were as follows: violation of the law (128), immorality (104), abandonment of contract (32). These three causes represented about two-thirds of all revocations. California led all states in the number of revocations (212), followed by Florida (30), Georgia (24), and Iowa (23). Seven states (California, Florida, Georgia, Hawaii, Iowa, New Mexico, and North Carolina) accounted for 326 of the 398 revocations, or about 81 percent of the total. California accounted for about 53 percent of the total revocations. A total of twenty-six states reported no revocations during the two-year period.

The vested legal authority for revocation of teachers' certificates was reported as follows: state

[2] DiNello, Maria C., and Hawkins, Harold L. "A Survey of the Revocation of Teaching Certificates." Unpublished paper, College of Education, Texas A&M University, 1968. 17 pp.

board of education (thirty states); state superintendent of schools (fifteen states); in Illinois, the State Teacher Certification Board; in the District of Columbia, the Chief Examiner; and in Pennsylvania, the State Department of Education.

Approved-Program Approach

A total of thirty-six states reported *extensive* use of the approved-program approach to certification. From all the reports of the states it appears that some interpreted "approved program" as meaning approval of institutions for teacher education, not for specific programs in advance of certification. In twenty-six states, graduates of approved in-state programs are certified automatically (without transcript analysis) upon recommendation of the preparing institution. Nine states reported no use of this process and three did not reply to the question.

Some of the states that reported use of the approved-program approach require a transcript for the record and for spot checking for reasonable adherence to the approved program, but certification is based upon institutional recommendation, without resort to credit- and course-counting. Some states do not require that transcripts be submitted.

A companion question was, "Or does certification require both recommendation and transcript of course work completed?" Twenty-eight states replied "yes." Eight states (New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Texas, Utah, and Wisconsin) do not require transcripts to be submitted. Utah requires that they be submitted during the year following certification for use in spot checking on possible deviations from the approved program, and Rhode Island has a similar requirement. The other states require both institutional recommendation and the submission of transcripts. But many of these states require the transcripts for purposes other than bases for certification. Some examples: *Colorado*—for spot checking of institutions. *Delaware*—the teacher may change teaching fields and have to be evaluated for another area. *Kentucky*—for auditing the approved-program process and for establishing salary status of the teacher under the Foundation Program Law. A spot check of transcripts gives clues to the type of assistance needed by the recommending colleges from the teacher education staff. *South Dakota*—available for use by other departments. *Virginia*—necessary for record updating, adding endorsements, and upgrading.

Presumably, virtually all states require transcripts for out-of-state applicants.

Procedures for Out-of-State Applicants

Virtually all states require submission of transcripts and recommendation of the preparing institution for out-of-state applicants for certification. A number of states certify on the basis of recommendation from NCATE-approved institutions without extensive scrutiny of transcripts (Arizona, Colorado, Delaware, Georgia, Maryland, Mississippi, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, and Wyoming). The eleven states in the Northeast Reciprocity area also certify (elementary teachers) on recommendation of institutions in the Compact area. The comments of some states on how they process applications from out-of-state candidates follow:

Alabama. Credits are evaluated by the state standards for the type of certificate wanted. The applicant must make up deficiencies before a professional certificate is issued.

Arizona. Degrees in education from regionally or NCATE-accredited institutions are accepted for initial certification. Other applicants are subject to transcript evaluation and are required to meet State Board of Education standards.

Connecticut. Institutional recommendation is required, supported by transcript review. The regulations are not particularly prescriptive, and most recommended graduates are certifiable without difficulty. A one-year certificate can be issued when specific deficiencies aggregate 6 semester hours or less.

Hawaii. Certificates are issued on the basis of college transcripts verifying completion of a state-approved teacher preparation program. Equivalent certificates are issued upon submission of teaching certificates issued by any state with comparable requirements.

Indiana. An applicant who is a graduate of an out-of-state institution, to determine his eligibility for an Indiana certificate, must supply official transcripts and any valid out-of-state teaching certificate held. If eligible, he will receive an application to be completed before the proper certificate is issued.

Iowa. Recommendation of institution and verification of successful experience in teaching, if any, are required; transcript is reviewed for student teaching and American history or government.

Kentucky. If the applicant completed the teacher education program at an institution approved by its state department of education, and this is verified on the official application form, the applicant will be issued an appropriate Kentucky certificate.

Maryland. An application for a certificate with accompanying official transcripts is submitted by the employing superintendent. If the applicant is a graduate of an NCATE-approved institution or one in the Reciprocity Compact area, this is verified by the college. In other cases the transcript is reviewed.

Montana. Transcripts are checked for recency of training, degree, college accreditation, major, minor, and professional credit hours (for secondary) to determine for which class of certificate an application form may be sent.

New Hampshire. An applicant is eligible if a graduate of an NCATE-approved school, graduate of a program approved by the State Board of Education, candidate under reciprocal arrangements, or holder of a standard credential from another state whose certification requirements are comparable.

New Jersey. Transcript evaluation, or NCATE plan, or NASDTEC plan, or Northeast Reciprocity Compact, or provisions for experienced personnel from other states.

Pennsylvania. A Pennsylvania certificate may be issued to an out-of-state applicant recommended by a regionally and NCATE-accredited institution as having completed an approved program. An official transcript and previous experience evaluation will be conducted on all applications submitted.

South Dakota accepts the recommendation of the teacher-training institution if it is NCATE-approved or approved for teacher certification by its state department of education.

Texas. Transcripts are evaluated for deficiencies. Upon completion of deficiencies, certificates are issued.

Washington. Candidates submit official transcript and recent experience record for review. If standards for out-of-state certification are met, they receive a statement of eligibility. Formal application is made through the employing school district.

West Virginia. The applicant is responsible for filing an application with transcript of credits and must secure recommendation of the preparing institution or attach a copy of a valid certificate from another state. An evaluation of the program based on substantial equivalency is performed by an analyst in certification.

Use of Examinations in Certification

Twenty-one states reported some use of proficiency examinations in the certification process.

California makes use of the Modern Language Association (MLA) Examination for Teachers and Advanced Students; trade and skill examinations for vocational credentials; and the reading specialist part of the National Teacher Examinations (NTE). *Colorado* uses proficiency examinations in typewriting and shorthand to qualify for teaching the subjects in high school; also, MLA examinations are recommended to test proficiency of senior students preparing to teach modern languages. *Connecticut* uses foreign language exams to establish language competency in only a few cases. *Delaware* uses exams (a) to validate work from unaccredited colleges; (b) to complete qualification for a major teaching field where an applicant has a degree but lacks 6 semester hours or less and has had three years of experience in the field; (c) as a substitute, for experienced teachers, for courses needed to qualify for an additional teaching field; and (d) to validate language proficiency (MLA). *Hawaii* uses the Miller Analogy Test (MAT) and NTE to validate preparation in unaccredited colleges; the applicant must have completed a degree, including 18 se-

mester hours in education. *Maine* allows up to 6 semester hours in education on the basis of NTE scores in lieu of courses toward renewal of conditional certificates. *New Hampshire* uses MLA exams for foreign language teachers and NTE for professional requirements. *New Jersey* allows the use of proficiency examinations with graduates of foreign universities where records are unavailable or indefinite, to determine equivalency.

New York makes the most extensive use of proficiency examinations; the State Education Department has published a book describing the various uses.[3] The proficiency tests cover a wide range of needs. The program was developed in cooperation with the higher education institutions in the state. Examinations are given in January and May at twelve college centers, except for the MLA exams which are available four times a year. In the certification process, an individual who has completed a degree but does not meet specific requirements may present satisfactory performance on a college proficiency examination in lieu of these specific course requirements.

Rhode Island requires applicants for certification in foreign languages to present a statement showing competence. This may be used to waive certain course requirements. *Virginia* will accept proficiency exams in foreign languages in lieu of course credit. Since 1958, *West Virginia* has been using specified scores on the NTE as an alternate route to certification for liberal arts graduates. MLA examinations are used for foreign languages. About 100 applicants last year were issued certificates on these scores.[4]

Ten states indicated that they accept the use of proficiency examinations by higher education institutions but that credit must be awarded in order for them to be counted toward certification.

North Carolina and *South Carolina* appear to be the only states using the NTE as prerequisite to certification for applicants who have completed a degree teacher education program. *Georgia* makes such use of the NTE for the issuance of a certificate based on six years of preparation. *Florida* repealed its legislation, effective July 1, 1967, requiring NTE or GRE scores as prerequisites to certification. Presumably, the legislature's authorization of the use of these examinations as a basis for merit pay scales for experienced teachers resulted in such outcry that the practice was abolished.

Several states—including *Texas* and *West Virginia*—require teacher education institutions to give the NTE to all graduating seniors, basically as a means of institutional evaluation of its preparation programs.

In *California,* the reading specialist examination is required by law. Legislation which would have established a complete examination system was vetoed. *Colorado* will permit waiver of the professional sequence and student teaching to an applicant with a degree who has completed five or more years of teaching and who scores at or above the seventy-fifth percentile on the NTE Common Battery. *New Jersey* law requires an examination (or credit course) in physiology and hygiene. *Texas* permits the meeting of statutory requirements for credit in state and federal constitutions by examination.

Alternate Routes to Certification

A total of sixteen states reported alternate routes to certification, through appeal to or review by a higher authority appeals or review committee: Colorado and Connecticut (advisory boards); Indiana (Teacher Training and Licensing Commission); Kansas (Certification Review Committee); Kentucky (Certification Review Board); Maine (Appeals Committee of the Advisory Committee on Teacher Education and Certification); Maryland (Certification Review Board); New Hampshire (Professional Standards Board); New Jersey (Certification Review Committee); North Carolina and Ohio (reviewing committee of staff); Pennsylvania (Certification Review Committee); Utah (State Certification Committee); Vermont (equivalency evaluation by a committee of peers; also six-week Intensive Teacher Training Programs); West Virginia (certification by examination); Wisconsin (applicant may appeal directly to the State Department if the preparing institution refuses recommendation).

---

[3] *College Proficiency Examination Program.* Albany: the Department, n.d. 152 pp.

[4] West Virginia State Department of Education. "Licensure by Examination." Charleston: the Department, 1969. 14 pp.

Reciprocity in Certification

Role of NCATE

The role served by NCATE accreditation in aiding the movement of teachers across state lines was reported as "significant" by twenty-four states and "some" by sixteen states, while ten states and D.C. reported "none." Thus, NCATE is reported as exerting a measure of influence on interstate reciprocity in teacher certification by forty of the fifty states and D.C. Some comments on NCATE's role were as follows:

Alabama accepts credits without reservation for people who complete an NCATE-approved program.

Arizona. Teacher education graduates of NCATE-approved institutions are automatically issued appropriate certification upon receipt of institutional recommendation and transcripts.

Arkansas. The State Board of Education has requested that all institutions preparing teachers seek NCATE accreditation. By 1971, the state probably will use NCATE as a basis for reciprocity.

California. Actually, the role of NCATE in California certification is small. Under the new approved-program approach, the state will accept recommendation from any NCATE-accredited institution. However, there are no reciprocity agreements or no special provisions for certification of NCATE graduates.

Illinois. Graduates of NCATE-approved institutions find certification simplified.

Kentucky. NCATE standards provide a common denominator by which accrediting standards of each state may be compared.

Maryland feels that NCATE does a good job of reviewing teacher education programs and therefore uses its list of institutions to expedite the process of certification. This permits Maryland to accept graduates of institutions other than those in the Eleven-States Northeast Reciprocity group.

Missouri issues a life certificate in the applicant's major field (from an NCATE institution). "We feel that the Interstate Reciprocity Compact could give us nothing we do not already have through NCATE."

Nevada. No use of NCATE; regional accreditation for teacher education is the primary requirement.

Interstate Reciprocity Compact

A total of twenty-three states (California, Connecticut, Delaware, Florida, Hawaii, Idaho, Indiana, Maine, Maryland, Massachusetts, Minnesota, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Dakota, Vermont, Washington, West Virginia, and Wisconsin) are reported to have enacted legislation to adopt the Interstate Reciprocity Compact. This compact resulted from the study sponsored by the New York State Education Department on a grant from the U.S. Office of Education under Title V of the Elementary and Secondary Education Act. Alaska reported that legislation was being held over until January 1970, and Kansas reported that a bill has been introduced. In five states (Arizona, Illinois, Montana, Nevada, and Utah) the proposed act failed to pass the legislatures. The proposal is under study in Louisiana, Michigan, Nebraska, Oklahoma, and Virginia. Several states (Colorado and Kentucky, for example) reported no need for legislation since existing laws or regulations permit effective reciprocity procedures. Kentucky, however, said that enabling legislation will still be sought.

The New York State Education Department prepared a model bill, which became the basis for the Interstate Reciprocity Compact, to be submitted to the respective state legislatures. Salient provisions of the legislation are:

1. The States party to this Agreement, desiring by common action to improve their respective school systems by utilizing the teacher or other professional education person wherever educated, declare that it is the policy of each of them, on the basis of cooperation with one another, to take advantage of the preparation and experience of such persons wherever gained, thereby serving the best interests of society, of education, and of the teaching profession. It is the purpose of this Agreement to provide for the development and execution of such programs of cooperation as will facilitate the movement of teachers and other professional educational personnel among the States party to it, and to authorize specific interstate educational personnel contracts to achieve that end.

2. The party States find that included in the large movement of population among all sections of the nation are many qualified educational personnel who

move for family and other personal reasons but who are hindered in using their professional skill and experience in their new locations. Variations from State to State in requirements for qualifying educational personnel discourage such personnel from taking the steps necessary to qualify in other States. As a consequence, a significant number of professionally prepared and experienced educators are lost to our school systems. Facilitating the employment of qualified educational personnel, without reference to their States of origin, can increase the available educational resources. Participation in this Compact can increase the availability of educational manpower.[5]

The respective state acts:

1. Authorize the designated state official to make one or more contracts with one or more party states only in which there are programs of education, certification standards, or other acceptable qualifications which assure that the preparation of educational personnel is on a basis sufficiently comparable even though not identical to that prevailing in his own state.
2. Provide that no contract shall be for a term longer than five years but may be renewed for like or lesser periods.
3. Provide that contracts do not apply to acceptance by the receiving state of any persons completing programs prior to January 1, 1954.
4. Provide that no certificate issued according to the terms of a contract shall be revoked or otherwise impaired because the contract has expired or been terminated.
5. Do not repeal or modify any law or regulation of a party state relating to the approval of preparation programs having effect solely on the qualifications of educational personnel within that state.

It is, of course, too early to make any judgment or projection of the probable effect of this legislation. Also, it is impossible to determine whether the approach to reciprocity by legislation will be more effective than agreements by regulation.

Other Reciprocity Plans and Procedures

Outside of the Northeast and Interstate Compacts, only four states report that they are parties to a reciprocity agreement. Iowa still reports membership in the Central States Compact, but no other state did, and that agreement now seems to be defunct. The other three states—Colorado, Georgia, and Utah—report the use of NCATE accreditation as being in the nature of a compact.

The Northeast Reciprocity Compact, which, except for Maryland, applies only to elementary teachers, includes the six New England states and Delaware, Maryland, New Jersey, New York, and Pennsylvania. Connecticut does not accept Massachusetts teachers under the Compact.

Following are the comments of some states on the degree of effectiveness of existing reciprocity provisions:

Colorado. The vast majority of out-of-state applicants for Colorado certificates will meet Colorado's requirements, so the matter of reciprocity does not come up. If they do not, it is often possible to resolve the matter by presenting the valid certificate from another state.

Connecticut. The Northeast Compact is very effective in certifying graduates of currently approved elementary programs. "We have also found it useful in perhaps 30-50 cases a year involving experienced teachers who may lack some specific or quantitative requirements. The other states, however, appear to use it only rarely, at least with us [referring to the original compact for teachers with three years or more of experience]."

Delaware. The NCATE and the Northeast Compact are very effective in Delaware. Lists of approved colleges are sent to all chief school officers, who use them as a primary source for recruitment.

Georgia. NCATE reciprocity with twenty-seven other states is liked very much. "It is, however, basically unilateral reciprocity."

Maine. The Northeast Compact states have worked together in making the program effective.

Maryland. True reciprocity is at the elementary level only and, therefore, is somewhat limited. The Northeast states have not been in agreement con-

[5] New York State Education Department. "Interstate Agreement on Qualification of Educational Personnel." *Taking Your Talents Across State Lines.* Albany: the Department, n.d.

cerning the secondary level, although this has been discussed. Maryland arbitrarily applied reciprocity to the other states at the secondary level by regulation.

New Hampshire. The effect of the Northeast agreement is hindered in certain cases by the absence of legally binding provisions.

South Dakota. The informal basis is quite satisfactory but lacks the effectiveness of a legal, formal agreement.

Utah. The effectiveness of NCATE reciprocity depends upon integrity of the institutions. "We like the agreement."

Teacher Education Accrediting Procedures

Number and Classification of Institutions

In 1970, a total of 1,246 colleges and universities were approved for teacher education (see Ch. IV, Table 1, page 168). This number represents an incerase of 46 over the 1,200 reported in the 1967 *Manual.*

The classification of these 1,246 colleges and universities is as follows:

	Public	*Private*	*Total*
Teachers Colleges	5	11	16
Universities	180	172	352
General Colleges	206	636	842
Junior Colleges			36
Total			1,246

As would be expected, because of burgeoning enrollments, the total number of colleges and universities has been increasing in recent years. So has the number of these institutions approved for teacher education: the number in 1961 was 1,150; in 1964 it was 1,173; in 1967, it was 1,200.

The increase since 1967 in the number of institutions approved for teacher education was quite general. One or more institutions were added in twenty-four states, with a decrease in only six states. The number of public universities increased by 29; the number of private universities by 18; the number of private liberal arts colleges increased by 38; while the number of state colleges decreased by 1. Junior colleges decreased by 3. The increases do not necessarily mean the founding of new institutions, although that contributed in some instances. Perhaps most of the increases occurred through change of status (e.g., state colleges becoming state universities) or additional existing institutions being approved for teacher education. A contributing factor, not to the increase in the total number of institutions but to the increase mainly in the number of private colleges, is that institutions heretofore considered "technical" were transferred to other classifications.

A continuing trend which has been reported in successive editions of the *Manual* since 1955 is again reflected in this volume. This is the steady diminution in the number of single-purpose teacher education institutions. In 1970, only 5 public and 11 private institutions remain, for a total of 16 as contrasted with 19 in 1967. This decrease was in the number of public state teachers colleges or state colleges of education. The 5 public institutions that remain are District of Columbia Teachers College, Lewis Clark Normal School (Idaho), Kansas State Teachers College at Emporia, Harris Teachers College (Missouri), and Oregon College of Education.[6] The 11 existing private teachers colleges are Concordia Teachers College, National College of Education, and Pestalozzi Froebel Teachers College (Illinois); Hebrew Teachers College (Massachusetts); Concordia Teachers College (Nebraska); Bank Street College of Education, Mills College of Education, and Teachers College, Columbia University (New York); Catholic Teachers College (Rhode Island); George Peabody College for Teachers (Tennessee); and Antioch-Putney Graduate School of Education (Vermont).

Accreditation

As to types of accreditation of these 1,246 institutions (Ch. IV, Table 2, page 169), only 1,234 are reported as approved by their respective state departments of education, a difference of 12. There obviously is some discrepancy here in the reporting since the listing of an institution by a state would indicate some form of state approval for teacher education.

[6] Oregon College of Education was classified as a single-purpose teacher education institution under the definition used by the editors of this *Manual.* (See Ch. IV, Table 1, footnote *a,* page 171.) It was not so classified by the state director in Oregon.

The following states report either no legal authority or no formal process for accreditation: Alaska, District of Columbia, Missouri, Montana, Nevada, and Puerto Rico. But here again, the fact that the graduates of these institutions are eligible for certificates indicates some form of approval of their teacher education programs.

Of the 1,246 institutions, 1,137 are accredited by the regional associations, leaving 109 institutions with only state approval or accreditation. Four hundred seventy are accredited by the National Council for Accreditation of Teacher Education (NCATE), leaving 776 as non-NCATE accredited. Pennsylvania leads in the number of NCATE-accredited institutions, with 25, followed by Illinois and New York, each with 23, and Texas and Wisconsin, with 21 each. Three states —Alaska, Hawaii, and Delaware—had no institutions accredited by the NCATE. The University of Delaware was reported to be seeking such accreditation.

Trend Toward Seeking NCATE Accreditation

A total of thirty states reported a growing trend among institutions not accredited by the NCATE to seek such accreditation. Sixteen states reported no discernible trend in this direction. Some of the latter reported pronounced resistance to NCATE accreditation. Among the adverse comments were the following:

> The data asked for by the NCATE are so specific and voluminous that some institutions question whether it is worth the effort.

> Seven of our sixteen institutions are now accredited. . . . I doubt that any of the others could be accredited at this point—a criticism as much of NCATE standards as of the institutions.

> Small liberal arts colleges wish State Department of Education recognition and regional accreditation only. The small liberal arts colleges (1,000 enrollment or less) receive little encouragement from the NCATE, even though from 40 to 70 percent of the enrollment is in teacher education.

In fairness to the NCATE, several of the states which reported no trend in the direction of seeking NCATE accreditation did so because all or all major teacher education institutions in those states are already accredited.

As regards recognition given to graduates of in-state NCATE-accredited institutions, the surprising number of thirty-five states reported no role for NCATE in initial certification, while only seven reported that such graduates are automatically certified. This apparently reflects (a) a growing reliance of state departments of education upon their own aproval procedures for teacher education programs, and (b) a growing reliance upon NCATE for appraisal of out-of-state institutions.

In its continuing efforts to improve the accreditation of teacher education, the NCATE adopted new standards in January 1970. These standards, developed after a three-year study sponsored by the American Association of Colleges for Teacher Education, were approved and recommended to the Council in the fall of 1969.[6a] Institutions seeking national accreditation will have the option of using either the old or the new standards through the spring of 1971. After that, the new standards will be mandatory.

State Accrediting

It was indicated in Chapter I that states are strengthening their programs and processes for approving (or accrediting) teacher education programs.

For 1970, all but about a half-dozen states reported the development and use of state standards (in 1967, twenty states reported no state standards). Two states (Arizona and Wyoming) reported reliance upon regional association and NCATE standards. North Dakota reported no jurisdiction over teacher education programs. Twelve states (Delaware, Indiana, Louisiana, Massachusetts, New Hampshire, New Jersey, New York, South Carolina, Tennessee, Vermont, West Virginia, and Wisconsin) reported full or major reliance upon state-adopted standards, some based on U.S. Office of Education Circular 351 prepared by the National Association of State Directors of Teacher Education and Certification (NASDTEC). A total of ten states reported reliance

[6a] American Association of Colleges for Teacher Education, Evaluative Criteria Study Committee. *Recommended Standards for Teacher Education: The Accreditation of Basic and Advanced Preparation Programs for Professional School Personnel.* Washington, D.C.: the Association, November 1969. 22 pp.

upon state standards supplemented by regional standards (California, Connecticut, Florida, Georgia, Michigan, Nevada, New Mexico, Oklahoma, Rhode Island, and Washington). Twenty reported the use of state, regional, and NCATE standards (Alabama, Arkansas, Colorado, Hawaii, Idaho, Illinois, Kansas, Kentucky, Maine, Mississippi, Missouri, Montana, North Carolina, Ohio, Oregon, Pennsylvania, South Dakota, Texas, Utah, and Virginia). Iowa reported exclusive reliance upon NCATE standards, and three states (Maryland, Minnesota, and Nebraska) use state and NCATE standards.

As to the types of evaluating teams used, five states (Alaska, Arizona, Montana, North Dakota, and Wyoming) reported no teams. A surprising total of forty states reported the use of evaluation committees (*ad hoc* committees of professionals, staff committees, or a combination of the two). These are procedures universally employed by regional associations and the NCATE. Only two states (Missouri and South Dakota) reported the use of a staff person as the sole evaluator. A total of twenty-three states reported exclusive use of *ad hoc* committees of professional people (Arkansas, Colorado, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, New Hampshire, New Jersey, New Mexico, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, and West Virginia). Eleven states reported that they use a combination of staff committees and *ad hoc* committees (Alabama, California, Connecticut, Delaware, Georgia, Idaho, Illinois, Indiana, Iowa, North Carolina, and Rhode Island). Five states reported exclusive use of staff committees (Florida, Hawaii, New York, Ohio, and Wisconsin). Thirteen states reported the use of a staff person in the process, and twelve states reported the use of a staff committee. A few states use all three, and a few states use different combinations of the three.

These data reflect a drastic shift from the one-man evaluation to a team of professional people.

Control of State Colleges

The once-prevalent control of state teachers colleges and state colleges by state boards of education has declined rapidly in recent years. This shift is in large measure due to the changed character of these institutions from the single-purpose type, offering only preparation of teachers for the public schools, to multiple- or general-purpose institutions. For single-purpose institutions exclusively preparing teachers, it was logical for their governing body to be the state board of education. But when the institutions' purposes were broadened, it became necessary to broaden the constituency of their controlling bodies.

A total of twelve states reported controls of some state institutions by the state board of education, as follows: Alabama (Alabama A&M College and Alabama State College, both predominantly Negro in enrollment); Florida (the state universities); Idaho (University of Idaho, Idaho State University, Boise State College, and Lewis Clark Normal School); Iowa (area community colleges); Louisiana (state colleges, Southern University, University of Southwestern Louisiana); Missouri (public junior colleges); Montana (State Board of Education is *ex officio* Board of Regents of the State University System for three state colleges, two state universities, and the Montana College of Mineral Technology); New York (all state colleges and universities); Pennsylvania (thirteen state colleges and Indiana University of Pennsylvania); Rhode Island (new Board of Regents established July 1, 1969, will control public education at all levels); Tennessee (state universities); West Virginia (eight state colleges and two universities are under control of the State Board of Regents).

Advisory Councils

All states now have some form of advisory body on teacher education and certification. (See Appendix, pages 215-21.) In thirty states the single advisory body is a voluntary or extra-legal one, usually created by the state board of education, its members being appointed by the state commissioner of education and approved by the board. Fourteen states reported bodies created by law. (Alaska, California, Connecticut, Florida, Illinois, Indiana, Kansas, Kentucky, New Hampshire, New Jersey, Oklahoma, Oregon, Tennessee, and Texas.)

Four of the states listed above (California, Illinois, Kansas, and Kentucky) reported two advis-

ory bodies, one voluntary and one created by law. Hawaii, Maryland, and Nevada reported two voluntary bodies. North Dakota reported that the Legislative Committee of the Council on Education could be considered an advisory body, and Wisconsin reported the State TEPS Commission as serving as the advisory body. Several states reported that a professional practices commission or professional standards board serves in an advisory capacity (see below).

The general and specific functions served by these advisory bodies, as reported by some of the states, are as follows:

Alabama. Suggests revisions in certification requirements.

Colorado. (a) To determine and to publish findings on which institutions of higher learning meet the required standards, which programs meet requirements of an approved program of preparation, and what endorsements may be appropriate for each type of certificate or letter of authorization, its recommendations being subject to review by the State Board; (b) to make periodic visits to colleges and universities to observe and evaluate programs of preparation; (c) to conduct research with the approval of the State Board, including but not limited to teacher employment, certification, and preparation.

Connecticut. The State Board of Education must "seek and consider" the advice of the Advisory Board before changing certification regulations but need not follow that advice. The Advisory Board may also initiate recommendations for change.

Delaware. Recommends to the State Board of Education through the Division of Teacher Education and Professional Standards the approval of new certificates, major changes in certificates, new programs in teacher education, and regulations in the Plus 30 salary increment program.

Maryland. Aims at continual improvement of preparation for the education profession through cooperative involvement of schools, higher institutions, and the State Department of Education.

Montana. Advisory to the state superintendent. Although there is no "direct line" to the State Board of Education except through the superintendent, the Board pays attention to this Committee.

Ohio. Makes recommendations to the Superintendent of Public Instruction on the need for directing a comprehensive study of teaching manpower needs, certification requirements, or preparation patterns.

Oklahoma. Provides leadership for the improvement of teacher education and standards for certification of teachers. The Board is charged with such responsibilities as reviewing approved programs; reviewing certificate requirements and recommending standards for new certificates, encouraging studies and research designed to improve teacher education, including the continuing education of teachers.

Rhode Island. Continual review of certification requirements. Recommends to the Commissioner of Education any changes in or additions to policy in areas of teacher education and certification.

South Carolina. Recommends criteria for the approval of teacher education programs; recommends institutions to be approved; recommends changes in the procedures and requirements for certifying professional personnel; recommends procedures for certifying out-of-state applicants and desirable reciprocal arrangements with other states.

Washington. Broad advisory responsibility in all areas of teacher education and certification policy development.

Wyoming. Concerned with certification of teachers; revocation or suspension of certificates; review of waiver of certain requirements; assignment of teachers; accreditation of teacher education; programs, studies, and research designed to improve teacher education.

Professional Practices Acts

The 1964 *Manual* reported two states (Kentucky and Florida) as having enacted into law Professional Practices Acts. The 1967 *Manual* reported four additional states (Alaska, North Dakota, Oklahoma, and Oregon), for a total of six. This volume reports the addition of ten states to the list (Colorado, Georgia, Idaho, Iowa, Kansas, Minnesota, Nebraska, Nevada, South Dakota, and Texas), for a total of sixteen. The Oklahoma law enacted in 1965 was amended in 1969. Legis-

lation to create a Professional Commission for Teacher Preparation and Licensing was passed in California but was vetoed by the Governor. The act proposed in Maryland actually went through both houses of the legislature, but there was not time to get concurrence on amendments, so the bill failed of passage.

Dates of Passage. Alaska (1966), Colorado (1969), Florida (1963), Georgia (1967), Idaho (1968), Iowa (1967), Kansas (1969), Kentucky (1962), Minnesota (1967), Nebraska (1967), Nevada (1968), North Dakota (1965), Oklahoma (1965; amended 1969), Oregon (1964), South Dakota (1969), Texas (1969).

It is apparent from the reports that some of the respondents were confused about or some states have combined the functions of a professional practices commission and a professional standards board. According to the concept formulated by the NEA National Commission on Teacher Education and Professional Standards, the former has to do with establishing codes of ethical conduct and standards of practice and competence and with conducting hearings on alleged violations, and is delegated the power to recommend suspension or revocation of teaching certificates. The latter refers to boards legally established to recommend standards of selection, preparation, and certification. Although ten states reported that they have professional standards boards, only one or two do according to the above concept; some are combined with professional practices commissions. At least one state—Maryland—reported the creation of a Certification Review Board.

The NEA National Commissions on Teacher Education and Professional Standards (TEPS) and Professional Rights and Responsibilities (PR&R) are conducting a joint project to develop model legislation on practices and standards to guide state education associations and their affiliated departments or associations in seeking such acts by their legislatures. At present it has not been decided whether such legislation should empower one agency to perform the functions of both a standards board and a practices commission (as the Oregon law, for example, provides) or whether two agencies should be established as recommended originally by the NCTEPS. Whatever the final recommendation of the joint project on this point, it seems clear that much will depend on how each state wishes to approach the question. Whether there is one agency or two is not so important as the powers granted.

In general, the several state professional practices acts (a) recognize that teaching is a profession and therefore should have the responsibility of assuring competent and ethical practice and be held accountable for the ethical conduct and practice of its members, and (b) create a commission varying in membership from 12 to 42, broadly representative of the profession, with a majority of members being classroom teachers. In regard to duties and powers, the following excerpts from the North Dakota law are typical:

Duties of commission and superintendent of public instruction.—It shall be the duty of the commission to develop and revise, consistent with state law, professional codes or standards relating to ethics, conduct, and professional performance and practices of persons engaged in the profession of teaching in the public schools. In the development of such professional codes and standards, the commission shall solicit the assistance of members of the teaching profession and representatives of school administrators, school board officers, and other interested citizens. The commission shall recommend such professional codes and standards as it may approve to the superintendent of public instruction, who after a hearing thereon may, consistent with state law, approve or revise such codes and standards as he deems proper and in the best interest of the public and the profession, and thereafter shall promulgate such approved or revised codes and standards as regulations in accordance with chapter 28-32.

Complaints against teachers.—The commission shall accept and investigate complaints against any member of the teaching profession engaged in teaching in the public schools in regard to violation of regulations promulgated in accordance with section 15-38-18 or otherwise pertaining to his personal or professional conduct or performance, or such investigation may be made upon its own motion. Following such investigation, the commission may dismiss such complaint as unfounded, issue a written warning and reprimand, or, following an opportunity for such teacher to informally appear before the commission, file a formal complaint with the superintendent of public instruction requesting the suspension for a period of time or revocation of the teacher's certificate of the teacher involved and stating the rea-

sons therefor. The commission shall make the results of its investigation fully available to the superintendent of public instruction in such cases. Upon receipt of such formal complaint, the superintendent of public instruction shall proceed as provided in sections 15-36-16 and 15-36-17 and in accordance with section 15-36-15.

An unusual section appears in the Texas law. This provides that the Professional Practices Commission shall adopt and enforce items in the Code of Ethics or Rules of Practice that have been approved by a majority of the certificated school personnel in the state. The Commissioner of Education is empowered to poll the total of certificated personnel on proposed items.

Certification Review Committees

One of the significant, much needed developments in the certification process is reflected in the use of review or appeals committees by sixteen states (Connecticut, Georgia, Hawaii, Indiana, Kentucky, Maine, Maryland, Michigan, Nebraska, New Hampshire, New Jersey, Oklahoma, Oregon, Pennsylvania, South Dakota, and Utah). This is an effort toward democratizing the processing of applications of candidates whose official records may show some deviations from the precise prescriptions of a given state but who may have other qualifications (related experience, related content and professional courses, unusual educational background and experiences) that deserve consideration. It is an effort toward providing the same kind of flexibility in the processing of applications for certification as has been urged upon institutions in their teacher education programs. Some of these review or appeal groups are informal; some are restricted to certification staff; and some are full-fledged committees.

New Jersey instituted a Certification Appeals Committee in December 1968, by regulation, and described the projected outcome as follows:

1. Provision of a method whereby competent persons who do not meet the regular requirements may be employed in the schools.
2. Establishment of a body of approved precedents which can serve as a guide to the secretary of the Board of Examiners in exercising appropriate discretionary judgment in issuance of certificates.
3. Revealing to the Board of Examiners improvements which can be made in the regular requirements by providing for recognition of additional routes to certification. Such adjustments in the regular rules, in turn, will reduce the number of cases in which the appeal procedure would be needed.

Other aspects of the New Jersey plan: The Certification Appeals Committee consists of members of the profession who serve for two-year, overlapping terms, supplemented by persons from specialized fields as cases arise involving a particular field. In such cases, the president of the state specialized association is asked to serve. Meetings are generally held one month prior to meetings of the Board of Examiners, to which recommendations are made. The Committee may recommend the issuance of a regular certificate, or recommend a provisional certificate with suggestions regarding additional preparation that should be required for a regular certificate. Where a regular certificate is issued, it shall be for a two-year term until the holder has demonstrated his competency and justified the exception made in his case.

The states noted below provided comments on an appeals or review procedure. Some of these procedures provide for review only by certification staff. In Connecticut, Kentucky, Maine, Maryland, New Jersey, North Dakota, and Utah, the review apparently provides for representation outside the certification staff.

California. Neither the State Department staff nor any advisory body has authority to make exceptions. Interpretations can be made. To make an exception or "pass over" a regulation is a misdemeanor.

Colorado. Staff consultation on individual cases.

Connecticut. New regulations were effective in fall 1969 to serve that purpose when an appeal is sought from an equivalency ruling of certification officials.

Delaware. Advice is provided by the Advisory Council on TEPS.

Georgia. A review committee consists of the state superintendent, associate superintendent, and director of the Division of Teacher Education and Certification.

Hawaii. Informal committee of members of the Office of Personnel Services and program specialists of the Office of Instructional Services.

Kentucky. A Certification Review Committee, established by regulation, is not yet fully operative.

Maine. An Appeals Committee has been established to review cases referred to it. It reports to the State Board of Education through the Advisory Committee on Teacher Education and Certification.

Maryland. An appeals board of five professional members is provided for in new certification regulations. It will review appeal cases and make recommendations to the state superintendent.

Michigan. A staff committee of several members, including two from the Division of Accreditation and Certification.

Nebraska. Staff committee appointed by the assistant commissioner for instruction.

New Hampshire. A staff committee performs this function; the state is moving toward direct involvement of professional associations.

Oklahoma. Staff review committee.

Pennsylvania. Certification Review Committee, consisting of six Department of Education leaders who meet once or twice a month to rule on exceptional cases.

South Dakota. Committee appointed by the State Board of Education, consisting of staff members and representatives of professional organizations of teachers.

Utah. State Certification Committee.

Chief Problems of the States

Teacher Education

In identifying the chief problems faced by the respective states in teacher education, the lack of adequate staffing to work with colleges and universities in implementing the approved-program approach was most frequently mentioned by the directors of teacher education and certification. All but one or two directors emphasized that additional staff was needed, not for processing certification applications, but to work with preparing institutions. Particular stress was placed upon securing better coordination among the state department, the institutions, and the schools.

Improvement in teacher education, with emphasis on a changed format for student teaching, was second in frequency of mention. Apparently there is a widespread feeling among the state directors that a radical overhaul of existing concepts of teacher education programs is a must. Several mentioned the inertia that stifled acceptance of innovations. Others mentioned unrealistic guidance that produces grave imbalances in the production of high school and elementary school teachers, as well as grave shortages in some high school fields. One state (California) mentioned the infringement of state legislation upon the curriculum of colleges and universities. The following are specimen responses about chief problems:

Connecticut. (a) Lack of staffing. No one person (other than the writer, who has two other jobs) at the state level has specific responsibility for teacher education. (b) The need for a consortium of teacher-preparing institutions to share mutual problems, develop standards for program approval, and implement them. This is now forming. (c) The need for much closer cooperation between preparing institutions and school systems.

Kentucky. (a) An overproduction of teachers at the secondary level while still experiencing some degree of shortage at the elementary level. (b) The increasing difficulty in providing quality student teaching for the tremendously increased enrollment in teacher education—6,000 student teachers in a state which employs approximately 28,000 classroom teachers (32,000 total professional personnel). (c) The continuing lack of assistance to the first-year teacher.

Maine. (a) Lack of coordination among State Department of Education, colleges, and local educational agencies in the preparation of teachers, including preservice and in-service education. (b) Inadequate programs for preparation of primary teachers. (c) Programs of teacher preparation not flexible enough to include experimentation with varied approaches in teacher education (e.g., individualized instruction, behavioral-objectives approach, teaching centers). (d) Providing an effective student-teaching program at a reasonable cost. (e) A critical shortage of teachers prepared to work in primary grades as well as other specialized areas such as physical education. Also, teacher-training institutions must provide administrators with programs which provide flexibility for future assignments in developing reorganization plans.

Montana. Programs are not very creative. There needs to be more learning by doing and less lecture on how to do it. It takes too long to make *any* changes in the academic community by the time everybody gets into the act that apparently needs to have his say!

Nevada. (a) Supply problem—overproduction of social science, biology, and boy's physical education majors, and a shortage of teachers of elementary and handicapped children. (b) Need for relevance in teacher education. (c) Duplication of content in courses; need for interdisciplinary courses. (d) Need to restructure teacher education programs; combine, consolidate courses; less emphasis on credit requirements, department and college requisites.

New Jersey. (a) Adequate professional staffing for the Office of Teacher Education and Certification to carry on college accreditation and approval. (b) Need to combat the climate of opinion that is being created by those interested in reforming teacher education and certification who use the "SDS" approach of condemning everything that is being done but who have no thought-through plan with which to replace present certification practices. This approach undermines confidence and is creating negative public attitudes toward any type of teacher certification.

Pennsylvania. The approved-program approach to teacher certification requires a large staff of highly skilled professional employees to evaluate teacher education programs, establish liaison with college personnel, with other educators in the State Department of Education, and with other subject matter groups who have a stake in the preparation of teachers. This is more costly to the state than a group of transcript evaluators. There is need to increase the salary of state employees in order to attract and retain the type of professionals needed to keep program approval on a high-quality level.

Certification

State directors were also asked to identify the chief problems their states face in the future in teacher certification. The problems most often mentioned were reciprocity (Florida, Hawaii, Louisiana, Missouri, Nevada); developing and applying performance criteria (Delaware, New Hampshire, Rhode Island, Vermont, Washington); inadequate staffing of state office (Colorado, Maryland, New York); full implementation of the approved-program approach (Arizona, Georgia, Pennsylvania, West Virginia, Wyoming); and flexibility in certification requirements and processing (Kentucky, Montana, New Mexico, South Dakota). Of course, some of these problems are interrelated. A few states identified continuing teacher shortages as major problems. The comments of some of the states follow:

Arizona. The approved-program concept seems to spawn a basis for accepting programs with great variance in content and amount of course work required, giving rise to charges of "double" or "multiple" standards for certification.

Colorado. Lack of sufficient staff to cope with increased work load. Certification changes require changes in statutes, so increased requirements are slow in coming to pass in this state.

Connecticut. Conflict between the State Department, the general public, and enlightened professionals on the one hand and the "organized profession"—the unions—on the other over the direction certification should take: toward performance evaluation or toward more and more specifics based on increased input and unevaluated output. Basically, this is but one facet of the power struggle over control of the public schools.

Georgia. Establishing acceptable uniformity for checking standards; recognizing and accepting the approved-program approach for certification purposes; continuous in-service education for new personnel who work with the college system.

Kentucky. The continuing pressures for more and more specificity and rigidity in teacher certification. These pressures continue to come from professional groups.

Maine. Storage and processing of records, which we hope to solve with microfilming; obtaining accurate information within a reasonable period of time from the data-processing people.

Maryland. Lack of state financial support for staffing the Office of Certification. This problem is probably universal, but in Maryland it continues to cause at least a six-months lag in processing applications and answering correspondence.

Missouri. Because the NCATE already has twenty-eight states committed to the "NCATE way" of certification, it seems that our biggest concern is in getting other states to follow suit. We see little need for devising other means for teacher reciprocity when NCATE accreditation is a vehicle which is so well established and accepted in the majority of the states.

Montana. Trying to maintain a middle road be-

tween sky-high optimum requirements which the "pros" want in their fields and requirements which the traffic will bear in a rural state with hundreds of small schools and the largest city about 75,000 people.

Oklahoma. The profession seems to be concerned, along with some national groups, about proliferation of certificates. I believe the proliferation of certificates in Oklahoma helps in the proper assignment of teachers and has done more to insure quality instruction than anything we have done.

South Dakota. Our teacher certification standards are too rigid. We are not ready to accept experience in other fields of work as equivalent to professional teacher education programs.

The Shape of Things To Come

The state directors were asked to identify the significant trends in certification as upcoming in their states. Their replies tend to cluster around three broad categories, as follows:

1. Greater flexibility in the certification process was most often identified. This category includes alternate routes into certification through measures of experience and competence rather than course credits, the use of performance criteria, a reduction in the number of certificates and endorsements, and a shift in the role of legal authorities to leadership and away from the enforcing role.

2. The next most mentioned category was full implementation of the approved-program approach.

3. The third major category was interstate reciprocity. In this connection, a growing number of state directors seem to favor achieving this through the approved-program approach and greater reliance upon approved programs of the respective states. Several mentioned reliance upon the Interstate Reciprocity legislation.

The following trends were identified by one or more directors: certification of new personnel (pupil personnel service, early childhood education, vocational fields, paraprofessionals, etc.); in-service experiences rather than formal course credit for certificate renewal; earlier exposure of teacher education students to actual school experiences. Below are some selected comments:

Connecticut. This is hard to predict because too few knowledgeable people in this state have put their minds to it. Those few, to the extent one can detect consensus, appear to lean toward fewer endorsements, broader certification, and, it is hoped, some kind of performance evaluation for differentiated staffing, continuing certification, and (few naïve but hardy souls!) initial regular certification. If we can ever get some concerned people to sit down for a couple of days and do something besides emote on the sad state of the "art," maybe some kind of trend will be visible. There is some hope for a statewide conference in the fall of 1969. We need one. Meanwhile, this bureaucrat seems to be the chief voice raised against the continuation of bureaucracy, as it has been for the past ten years.

Kentucky. A continuation of the changes that are made as a consequence of the dynamic nature of teacher education and certification. The greatest need and the greatest potential is for professional development experiences at the local school level which are completely independent of teacher certification.

Pennsylvania. The focus is on teacher competency in the job to be performed as a basis for approving teacher education programs for automatic issuance of certificates. This is accomplished through the new "Standards for Evaluation and Approval of Programs."

Colleges that formerly conducted a one-man department of teacher education, whose function was to advise students and determine their eligibility for teaching certificates by matching courses and credits specified in the certification regulations with the student's transcripts, are now developing teacher education committees including representatives from various departments. There is more involvement of some academic departments in the teacher education program than was evident even a few years ago.

Program approval is bringing about more attention to teaching as a profession, more acceptance by some liberal arts colleges of the obligation to provide adequate professional education in their programs.

There is more and more consideration of new media, new learning situations, microteaching, and improvement of the student-teaching experience in the approved programs.

Interest is developing in research as a means of determining the effectiveness of teacher education programs by measuring the results in terms of pupil behavior.

South Dakota. We think that a general overhaul of teacher certification requirements and procedures is in order. The present pattern is too rigid and many persons who would make very good teachers are

legislated out of the profession. Team teaching, modular scheduling, and other innovations require a new look. We have done nothing except talk about it.

Teaching in Canada

There appears to be an increasing migration of U.S. teachers to Canada. For that reason, certain basic information is given below, as furnished by the Canadian Teachers Federation.

Education in Canada is a responsibility of the provincial, territorial, or federal governments. In each of the ten provinces, the department of education has responsibility for certificating teachers. In the Yukon Territory, this responsibility is vested in the Yukon Territorial Government; in the Northwest Territories, in the Department of Indian Affairs of the federal government.

The Canadian Teachers Federation says that the chief handicaps for U.S. teachers migrating to Canada are: (a) Some provinces have a 13-year elementary and secondary education program, as contrasted with the 12-year system in the United States. (b) The evaluation of teaching credentials is done on an individual basis by the respective provincial departments of education, and in some provinces credential evaluation for salary purposes is done independently; consequently, the certificate awarded may not predict the salary offered. (c) In some provinces applicants are required to be Canadian citizens or declare their intention to acquire citizenship. The difficulties are defined as follows by the Registrar of the Province of Ontario:

> Probably the strongest expression of dissatisfaction with our decisions comes from teachers from the United States and from some of the provinces who hold undergraduate degrees in education. The teacher from the United States who completes grade 12 (junior matriculation) and receives a degree in education after four years of study at an American college or university and a teaching certificate from one of the states cannot be certificated as a secondary school teacher in Ontario. The proessional training, if directed toward the secondary schools, is usually acceptable, but there is a deficiency of at least one year of academic studies. The holder of a degree in education must present evidence of twenty full-year arts or science courses beyond junior matriculation, the equivalent of a full year of professional courses with sufficient student teaching, and a teaching certificate valid in secondary schools, to qualify for a Letter of Standing having the force of an Interim High School Assistant's Certificate, Type B. Where the professional studies have been directed toward the elementary schools, the teacher usually qualifies for a Letter of Standing having the force of an Elementary School Teacher's Certificate Standard 3. This may be raised to Standard 4 by completing additional academic courses.[7]

Information on Requirements

Information on requirements and procedures in applying for certificates may be obtained from the following sources:

Registrar, Department of Education, Victoria, British Columbia

Registrar, Department of Education, Edmonton, Alberta

Director of Teacher Training, Department of Education, Regina, Saskatchewan

Director of Teacher Certification and Professional Development, Department of Education, Winnipeg, Manitoba

Registrar, Department of Education, 44 Eglinton Avenue West, Toronto 12, Ontario

Registrar, Department of Education, Quebec City, Quebec

Registrar, Department of Education, Fredericton, New Brunswick

Registrar, Department of Education, Halifax, Nova Scotia

Registrar, Department of Education, Charlottetown, Prince Edward Island

Registrar, Department of Education, St. Johns, Newfoundland

Yukon Territorial Government, Department of Education, Box 2703, Whitehorse, Yukon Territory

Registrar, Education Division, Department of Indian Affairs and Northern Development, Ottawa, Ontario

---

[7] Letter from Geraldine Channon, Coordinator, Teacher Education Project, Canadian Teachers Federation, under date of November 17, 1969.

TABLE 1. – MINIMUM REQUIREMENTS FOR LOWEST REGULAR TEACHING CERTIFICATES*

State	Elementary School			Secondary School		
	Degree or Number of Semester Hours Required	Professional Education Required, Semester Hours (Total)	Directed Teaching Required, Semester Hours (Included in Column 3)	Degree or Number of Semester Hours Required	Professional Education Required, Semester Hours (Total)	Directed Teaching Required, Semester Hours (Included in Column 6)
1	2	3	4	5	6	7
Alabama	B	27	6	B	21	6
Alaska	B	24	C	B	18	C
Arizona	5[a]	24	6	5[a]	22	6
Arkansas	B	18	6	B	18	6
California	B[b]	AC[b]	AC[b]	B[b]	AC[b]	AC[b]
Colorado	B	AC	AC	B	AC	AC
Connecticut	B	30	6	B	18	6
Delaware	B	30	6	B	18	6
District of Col.	B[c]	15	C	5[c]	15	C
Florida	B	20	6	B	20	6
Georgia	B	18	6	B	18	6
Hawaii	B	18	AC[d]	B	18	AC[d]
Idaho	B	24	6	B	20	6
Illinois	B	16	5	B	16	5
Indiana	B	27	8	B	18	6
Iowa	B	20	5	B	20	5
Kansas	B	24	5	B	20	5
Kentucky	B	24	8[e]	B	17	8[e]
Louisiana	B	24	4	B	18	4
Maine	B	30	6	B	18	6
Maryland	B	26	8	B	18	6
Massachusetts	B[f]	18	2	B[f]	12	2
Michigan	B	20	5[g]	B	20	5[g]
Minnesota	B	30	6	B	18	4
Mississippi	B	36	6	B	18	6
Missouri	B	18	5	B	18	5
Montana	B	AC	AC	B	16	AC
Nebraska	60[h]	8	3	B	AC	AC
Nevada	B[i]	18[j]	6	B	20	6
New Hampshire	B	30	6	B	18	6
New Jersey	B	30	6[k]	B	21	6[k]
New Mexico	B	24	6	B	18	6
New York	B	24	C[l]	B	12	C[l]
North Carolina	B	24	6	B	18	6
North Dakota	B	16	3	B	16	3
Ohio	B	28	6	B	17	6
Oklahoma	B	21[m]	6	B	21[m]	6
Oregon	B	20	–[n]	B[o]	14	–[n]
Pennsylvania	B	AC	6-12[p]	B	AC	6-12[p]
Puerto Rico	68[q]	53[q]	6[q]	B[q]	29[q]	5[q]
Rhode Island	B	30	6	B	18	6
South Carolina	B	21	6	B	18	6
South Dakota	60[r]	15	3	B	20	6
Tennessee	B	24	4	B	24	4
Texas	B	18	6	B	18	6
Utah	B	26	8	B	21	8
Vermont	90	18	6	B	18	6
Virginia	B	18	6	B	15	6
Washington	B[s]	AC	AC	B[s]	AC	AC
West Virginia	B	20	6	B	20	6
Wisconsin	64[t]	26	5	B	18	5
Wyoming	B	23	C	B	20	C

TABLE 1 FOOTNOTES

LEGEND: — means not reported. AC means approved curriculum; B means a bachelor's degree of specified preparation; 5 means a bachelor's degree plus a fifth year of appropriate preparation, not necessarily completion of the master's degree; C means a course.

[a] Professional requirements listed are the basic requirements for degree or lowest regular certificates. Some variations from the professional requirements as stated in this table may be found in the requirements for specific certificates listed for the respective states in Chapter III.

[b] Standard certificates: master's degree or 30 s.h. of graduate credit. Temporary certificates: bachelor's degree and completion of an approved program; valid for five years only.

[c] Under the approved-program approach for elementary and secondary teacher certification. California will accept the number of semester hours for the major, minor, professional education, directed teaching, and general education as required by the preparing institution for the completion of its approved teacher education curriculum. However, professional education is not acceptable for a credential major or minor. Four years of preparation (bachelor's degree) is the minimum requirement for initial elementary or secondary certification; a fifth year is required for the permanent certificate.

[d] Bachelor's degree for elementary and junior high school; master's degree for senior and vocational high.

[e] Not included in Columns 3 and 6.

[f] A teacher who has taught successfully for four or more years is required to take only 4 s.h. of practice teaching or a seminar of 4. A teacher who has had two years of successful experience may take a seminar dealing with professional problems instead of the 8 s.h. in practice teaching.

[g] Completion of the bachelor's degree or graduation from an approved four-year normal school.

[h] Total of 8 s.h. of laboratory experience, 5 of which must be student teaching.

[i] Provisional teaching certificates are issued for specifically endorsed grades, subjects, fields, and areas in designated classes of school districts upon evidence of partial completion of an approved teacher education program, generally at least 60 s.h., including specified amounts of general and professional education. Effective September 1, 1972, elementary teachers in accredited schools must hold a certificate based on degree preparation.

[j] A temporary certificate will be issued on completion of 96 hours in a program leading to the bachelor's degree.

[k] For a five-year nonrenewable certificate. The holder must establish eligibility for a regular five-year certificate, the requirement for which is 30.

[l] The practice-teaching requirement is 150 clock hours, 90 of which must be in actual classroom teaching.

[m] One year of paid full-time satisfactory teaching experience on the level for which certification is sought may be accepted in lieu of college supervised student teaching but only when such experience carries recommendation of the employing school district administrator.

[n] For the standard certificate; for the temporary certificate, the requirement is 12.

[o] Required, but there is no specific hours requirement.

[p] Provisional certificate only; for standard certification, a fifth year must be completed within five years after provisional certification.

[q] Minimum 6, maximum 12.

[r] Puerto Rico did not report for 1970. Requirements shown are carried over from the 1967 Edition.

[s] All teachers in independent school districts must have a certificate based on a bachelor's degree. The 60-hour certificate has very limited validity. It will seldom be used after July 1, 1970; none will be issued after July 1, 1972.

[t] Provisional certificate only; for standard certification, a fifth year must be completed within six years after provisional certification.

[u] Bachelor's degree must be completed within seven years. Such certificates apparently are issued only to graduates of two- or three-year programs in state or county colleges and will not be issued after 1971-72. Effective with the 1972-73 school year, the bachelor's degree will be the minimum requirement for initial certification.

TABLE 2.–SPECIFIC MINIMUM REQUIREMENTS FOR ELEMENTARY SCHOOL CERTIFICATES BASED ON DEGREES*

State	Degree or College Years of Preparation Required	General Education Required, Semester Hours	Professional Education Required, Semester Hours	Directed Teaching Required Semester Hours, (Included in Column 4)
1	2	3	4	5
Alabama	B	59	27	6
Alaska	B	–	24	C
Arizona	5[a]	40	24	6
Arkansas	B	48	18	6
California	B[b]	AC[b]	AC[b]	AC[b]
Colorado	B	AC	AC	AC
Connecticut	B[c]	75	30	6
Delaware	B	60	30	6
District of Col.	B[d]	NS	15	C
Florida	B	45	20	6
Georgia	B	40	18	6
Hawaii	B	AC	18	AC[e]
Idaho	B	42	24	6
Illinois	B	78[f]	16[f]	5
Indiana	B	73	27	8
Iowa	B	40	20	5
Kansas	B	50	24	5
Kentucky	B[g]	45[h]	24	8[i]
Louisiana	B	46	24	4[j]
Maine	B	64	30	6
Maryland	B	80	26	8
Massachusetts	B[k]	–	18	2
Michigan	B	40	20	5[l]
Minnesota	B	NS	30	6
Mississippi	B	48	36	6
Missouri	B	53	18	5
Montana	B	AC	AC	AC
Nebraska	B	AC	AC	AC
Nevada	B	–	18[m]	6
New Hampshire	B	–	AC	6
New Jersey	B	45	30	6[n]
New Mexico	B	48	24	6
New York	B[o]	NS	24	NS
North Carolina	B	48	24	6
North Dakota	B	AC	16	3
Ohio	B	60	28	6
Oklahoma	B	50	21[p]	6
Oregon	B	–	20	–[q]
Pennsylvania	B	AC	AC	6-12[r]
Puerto Rico	B[s]	16[s]	20[s]	6[s]
Rhode Island	B	–	30	6
South Carolina	B	45	21	6
South Dakota	B	60	26	6
Tennessee	B	40	24	4
Texas	B	60	18	6
Utah	B	AC	26	8
Vermont	B	AC	18	6
Virginia	B	60	18	6
Washington	B[t]	AC	AC	AC
West Virginia	B	40[u]	20	6
Wisconsin	B	–	26	5
Wyoming	B	40	23	C

2

TABLE 2 FOOTNOTES

LEGEND: — means not reported; AC means approved curriculum; B means completion of the bachelor's degree; 5 means the bachelor's degree plus a fifth year of appropriate preparation, not necessarily completion of the master's degree; C means a course; NS means not specified; CH means clock hours.

* Professional requirements listed are the basic requirements for degree or lowest regular certificates. Some variation from the professional requirements as stated in this table may be found in the requirements for specific certificates listed for the respective states in Chapter III.

[a] For the standard certificate; bachelor's degree for a temporary certificate valid for five years only.

[b] Under the approved-program approach for elementary and secondary teacher certification, California will accept the number of semester hours for the major, minor, professional education, directed teaching, and general education as required by the preparing institution for the completion of its approved teacher education curriculum. However, professional education is not acceptable for a credential major or minor. Four years of preparation (bachelor's degree) is the minimum requirement for initial elementary or secondary certification; a fifth year is required for the permanent certificate.

[c] For the provisional certificate; five years for the standard certificate.

[d] For elementary and junior high school.

[e] Not included in Column 4.

[f] Bachelor's degree with a total of 120 s.h., including 78 in general education and 16 in professional education; the remaining 26 can be in either.

[g] For the provisional certificate; five years for the standard certificate.

[h] Plus 26 s.h. in general academic subjects (English, social science, mathematics, art, music).

[i] A teacher who has taught successfully for four or more years is required to take only 4 s.h. of practice teaching or a seminar of 4. A teacher who has had two years of success experience may take a seminar dealing with professional problems instead of the 8 s.h. in practice teaching.

[j] The specified requirement in clock hours of actual teaching and observation is 90, 45 of which must be in actual teaching.

[k] Completion of the bachelor's degree or graduation from a four-year normal school approved by the State Board of Education.

[l] Total of 8 s.h. of laboratory experience, 5 of which must be in student teaching.

[m] For a five-year nonrenewable certificate; holder must establish eligibility for a five-year regular certificate, the requirement for which is 30.

[n] The practice-teaching requirement is 150 clock hours, 90 of which must be in actual classroom teaching.

[o] Five years required for the permanent certificate. A provisional certificate is issued upon completion of the bachelor's degree with 24 s.h. in education and college supervised student teaching. The provisional certificate is valid for five years; nonrenewable; holder must complete requirements for the permanent certificate.

[p] For the standard certificate; for the temporary certificate the requirement is 12.

[q] Required, but there is no specific hours requirement.

[r] Minimum 6, maximum 12.

[s] Puerto Rico did not report for 1970. Requirements shown are carried over from the 1967 Edition.

[t] For the provisional certificate; five years for the standard certificate.

[u] The state requires 85 s.h. of "nonprofessional" credit.

TABLE 3.–SPECIFIC MINIMUM REQUIREMENTS FOR SECONDARY SCHOOL CERTIFICATES BASED ON DEGREES*

State	Degree or College Years of Preparation Required	General Education Required, Semester Hours	Professional Education Required, Semester Hours	Directed Teaching Required, Semester Hours (Included in Column 4)
1	2	3	4	5
Alabama	B	44	21	6
Alaska	B	–	18	C
Arizona	5[a]	40	22	6
Arkansas	B	48	18	6
California	B[b]	AC[b]	AC[b]	AC[b]
Colorado	B	AC	AC	AC
Connecticut	B[c]	45	18	6
Delaware	B	60	18	6
District of Col.	5[d]	NS[dd]	15	C
Florida	B	45	20	6
Georgia	B	40	18	6
Hawaii	B	AC	18	AC[e]
Idaho	B	–	20	6
Illinois	B	42	16	5
Indiana	B[f]	50	18	6
Iowa	B	40	20	5
Kansas	B	50	20	5
Kentucky	B[g]	45	17	8[h]
Louisiana	B	46	18	4[i]
Maine	B	64	18	6
Maryland	B	–	18	6
Massachusetts	B[j]	–	12	2
Michigan	B	40	20	5[k]
Minnesota	B	–	18	4
Mississippi	B	48	18	6
Missouri	B	40	18	5
Montana	B	AC	16	AC
Nebraska	B	AC	AC	AC
Nevada	B	–	20	6
New Hampshire	B	–	18	6
New Jersey	B	30	21	6[l]
New Mexico	B	48	18	6
New York	B[m]	NS	12	NS
North Carolina	B	48	18	6
North Dakota	B	–	16	3
Ohio	B	100	17	6
Oklahoma	B	50	21[n]	6
Oregon	B[o]	–	14	–[p]
Pennsylvania	B[q]	AC	AC	6-12[r]
Puerto Rico	B[s]	–[s]	29[s]	5[s]
Rhode Island	B	–	18	6
South Carolina	B	45	18	6
South Dakota	B	–[t]	20	6
Tennessee	B	40	24	4
Texas	B	60	18	6
Utah	B	AC	21	8
Vermont	B	AC	18	6
Virginia	B	48	15	6
Washington	B[u]	AC	AC	AC
West Virginia	B	40[v]	20	6
Wisconsin	B	–[w]	18	5
Wyoming	B	40	20	C

TABLE 3 FOOTNOTES

LEGEND: — means not reported; AC means approved curriculum; B means completion of the bachelor's degree; 5 means the bachelor's degree plus a fifth year of appropriate preparation, not necessarily completion of the master's degree; C means a course; CH means clock hours; NS means not specified.

* Professional requirements listed are the basic requirements for degree or lowest regular certificates. Some variation from the professional requirements as stated in this table may be found in the requirements for specified certificates listed for the respective states in Chapter III.

[a] Standard certificate; for a temporary certificate, bachelor's degree and completion of an approved program; valid for five years only (grades 7-12).

[b] Under the approved-program approach for elementary and secondary teacher certification, California will accept the number of semester hours for the major, minor, professional education, directed teaching, and general education as required by the preparing institution for the completion of its approved teacher education curriculum. However, professional education is not acceptable for a credential major or minor. Four years of preparation (bachelor's degree) is the minimum requirement for initial elementary or secondary certification; a fifth year is required for the permanent certificate.

[c] For the provisional certificate; five years for the standard certificate.

[d] A master's degree is required for the permanent certificate for senior and vocational high school.

[dd] A 30 s.h. major is required.

[e] Not included in Column 4.

[f] A master's degree is required for the permanent certificate.

[g] For the provisional certificate; five years for the standard certificate.

[h] A teacher who has taught successfully for four or more years is required to take only 4 s.h. of practice teaching or a seminar of 4. A teacher who has had two years of successful experience may take a seminar dealing with professional problems instead of the 8 s.h. in practice teaching.

[i] The specified requirement in clock hours of actual teaching and observation is 90, 45 of which must be in actual teaching.

[j] Completion of the bachelor's degree or graduation from a four-year normal school approved by the State Board of Education.

[k] Total of 8 s.h. of laboratory experience, 5 of which must be in student teaching.

[l] The practice-teaching requirement is 150 clock hours, 90 of which must be in actual classroom teaching.

[m] Five years required for the permanent certificate. A provisional certificate is issued upon completion of the bachelor's degree with 12 s.h. in education and a college supervised student-teaching experience. The provisional certificate is valid for five years; nonrenewable; holder must complete requirements for the permanent certificate.

[n] For the standard certificate; for the temporary certificate the requirement is 12.

[o] For the provisional certificate; five years for the standard certificate.

[p] Required, but there is no specific hours requirement.

[q] Twenty-four s.h. of postbaccalaureate work required for permanent certification.

[r] Minimum 6, maximum 12.

[s] Puerto Rico did not report for 1970. Requirements shown are carried over from the 1967 Edition.

[t] Major in an academic area.

[u] For the provisional certificate; five years for the standard certificate.

[v] The state requires 100 s.h. of "nonprofessional" credit.

[w] Patterns for general education must be approved by the state superintendent and be filed in his office.

TABLE 4. – BASIC AND MINIMUM REQUIREMENTS FOR AUTHORIZATION TO TEACH AN ACADEMIC FIELD OR SUBJECT

State	English		Language		Mathematics		Science		Physical Science		Chemistry		Physics		Biological Science		Biology		General Science		Social Science		State
	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	
1	2		3		4		5		6		7		8		9		10		11		12		13
Alabama	30	18	24	18	24	18	30[a]	18	24	18	24	18	24	18	24	18	24	18	30[a]	18	30[b]	18	Alabama
Alaska*[a]	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	Alaska
Arizona	30	24	30	18	30	20	30	24	30	18	30	18	30	18	30	18	30	18	30	18	30	24	Arizona
Arkansas	24[a]	24	18	18	18	18	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24[b]	24	Arkansas
California[a]	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	California
Colorado*	18[a]	–	18	–	18[a]	–	18[a]	–	18[b]	–	18[c]	–	18[c]	–	18[c]	–	18[c]	–	18[d]	–	18[a]	–	Colorado
Connecticut	30	30	18[a]	18	18[b]	18	–	–	–	–	18[c]	18[c]	18[c]	18[c]	18[c]	18[c]	–	–	21[d]	21[d]	30	30	Connecticut
Delaware	36[a]	24[b]	30[c]	24	30	18[b]	–	–	–	–	18[d]	12[e]	18[f]	12[g]	–	–	24[h]	18[i]	30[j]	24[k]	30[l]	18[m]	Delaware
District of Col.	30	–	30	–	30	–	30	–	30	–	30	–	30	–	30	–	30	–	30	–	30	–	District of Col.
Florida	30	–	24[a]	–	21	–	–	–	–	–	20	–	20	–	–	–	20	–	18	–	30	–	Florida
Georgia[a,b]	24	6	27	6	30	6	24	6	24	6	24	6	24	6	24	6	24	6	24	6	24	6	Georgia
Hawaii	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	Hawaii
Idaho	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	Idaho
Illinois*[a]	24	24	20	20	20	20	–	–	24	24	–[b]	–[b]	–[b]	–[b]	24	24	–	–	24	24	24	24[c]	Illinois
Indiana	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	Indiana
Iowa*[a]	30[b]	20	30	20	30	20	30[c]	20	30[c]	20	30[c]	20	30[c]	20	30[c]	20	30[c]	20	30[d]	20	30[e]	20	Iowa
Kansas*	24[a]	6	24[b,c]	15	18[d]	–	24[e]	6[e]	24[e]	6[e]	24[e]	6[e]	24[e]	6[e]	24[e]	6[e]	24[e]	6[e]	24[e]	6[e]	36[f]	12-6[b]	Kansas
Kentucky[a]	48-30[b]	24	48-24[c]	18	24	18	48[d]	–[d]	–[d]	–[d]	24	18	24	18	–	–	24	18	–[e]	–	48[f]	–	Kentucky
Louisiana	24	24	24[a]	24	18	18	18[b]	–	–	–	12	12	12	12	–[b]	–	12	12	–[b]	–	24[c]	24	Louisiana
Maine*[a]	30[b]	30	30[c]	30	30[b]	30	50[d]	–	–	–	30[b]	30	30[b]	30	–	–	30[b]	30	–	–	50	50	Maine
Maryland	24	24	24[a]	18	24[b]	18	36[c]	36	–	–	24	24	24	24	–	–	24	24	–	–	36[d]	36	Maryland
Massachusetts[a]	18	9	18	9	18	9	18	9	–[b]	–[b]	18	9	18	9	–[c]	–[c]	18	9	18	9	18	9	Massachusetts
Michigan[a]	15	–	15	–	15	–	15	–	15	–	15	–	15	–	15	–	15	–	15	–	15	–	Michigan
Minnesota[a]	M	m	M[b]	m	M[b]	m	M[c]	m	M[c]	m	–	–	–	–	M[c]	m	–	–	M	m	M[c]	m	Minnesota
Mississippi	30	30	18[a]	18	24	24	32	32	16	16	16	16	16[b]	16	16	16	16	16	32	32	30	30	Mississippi
Missouri	30	30	30[a]	30	30	30	–	–	–	–	20[b]	20	20[b]	20	20[c]	20	20	20	–	–	40	40	Missouri
Montana	30	20	30	20	30	20	30	20	30	20	10[a]	10[a]	10[a]	10[a]	30	20	10[b]	10[b]	30	20	30	20	Montana
Nebraska*[a]	24	24	24[b]	18	24[c]	18	24	18[d]	24	18[d]	24	18[d]	24	18[d]	24	18[d]	24	18[d]	24	18[d]	24	18[c]	Nebraska
Nevada	M	16	M	16	M	16	M	24	M	24	M	16	M	16	M	24	M	16	M	24	M	24	Nevada
New Hampshire	30	12	30[a]	12[b]	30	12	30[a]	12[c]	–	12[c]	–	12[c]	–	12[c]	–	–	–	12[c]	–	12[d]	30[e]	12[c]	New Hampshire
New Jersey[a]	24	18	24	18	24	18	30	30	24	18	24[b]	18	24[b]	18	24	18	24[c]	18	24	18	30	30	New Jersey
New Mexico	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	New Mexico
New York	36	36	24	24	18	18	–	–	–	–	36[a]	36[a]	36[a]	36[a]	–	–	36[a]	36[a]	–[b]	–[b]	36	36	New York
North Carolina	36	–	30	–	30	–	48	–	–	–	24	–	24	–	–	–	24	–	–	–	42	–	North Carolina
North Dakota*[a]	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	North Dakota
Ohio	–	24	–	20[a]	–	18	–	45	–	21[b]	–	15	–	15	–	15[c]	–	15	–	21[d]	–	45[e]	Ohio
Oklahoma	32[a]	18	24[b]	18	28[c]	18	36[d]	18	–	–	36	18	36	18	36	18	36	18	36	18	36	18	Oklahoma
Oregon	28	28	20[a]	20	12	12	–	–	8	8	12[b]	12	12[c]	12	–	–	8	8	16	16	28[d]	28	Oregon
Pennsylvania	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	Pennsylvania
Puerto Rico[a]	30	24	30	30	30	30	30	30	30	30	–	–	–	–	30	30	–	–	–	–	30	30	Puerto Rico
Rhode Island	18[a]	18	18	18	18	18	–	–	–	–	24[b]	24	24[a]	24	–	–	24[b]	24	24[c]	24	36[d]	36	Rhode Island
South Carolina	24	24	24	24	18[a]	18[a]	30	30	–	–	12	12	12	12	–	–	12	12	18	18	30	30	South Carolina
South Dakota	15	15	15	15	15	15	18	18	18[a]	18	–	–	–	–	18[b]	18	–	–	18[c]	18	15[d]	15	South Dakota
Tennessee	24	24	24[a]	24	18	18	32[b]	32	–	–	16	16	16	16	–	–	16	16	16[c]	16	36[d]	36	Tennessee
Texas	24	24	24	24	24	24	48[a]	48	24	24	24	24	24	24	24	24	24	24	48[a]	48	48[b]	48	Texas
Utah*	26	15	26	15	26	15	42	42	42	42	26	15	26	15	42	42	42	42	42	42	42	42	Utah
Vermont*	30	–	24[a]	–	30[b]	–	–	–	–	–	30[c]	–	30[c]	–	–	–	30[c]	–	48[c]	–	48[d]	–	Vermont
Virginia	30	30	30	30	27	16[a]	–	–	–	–	24	24	20	20	–	–	24	24	24[b]	24[b]	42[c]	42[c]	Virginia
Washington*[a]	M	m	M	m	M	m	M	m	M	m	M	m	M	m	M	m	M	m	M	m	M	m	Washington
West Virginia	36[a]	24	30	24	30	18	–	–	–	–	42[b]	–	42[b]	–	–	–	42[b]	–	30	–	48[c]	–	West Virginia
Wisconsin	22	22	22	22	22	22	54	54[a]	–	–	22	22	22	22	–	–	22	22	–[b]	–	54[c]	54	Wisconsin
Wyoming[a]	30	18	30[b]	18	24[b]	18	30[c]	18[c]	30[d]	18[d]	30	18[c]	30	18	30[e]	18[e]	30	18[c]	30	18	30	18	Wyoming

TABLE 4 FOOTNOTES

LEGEND: BR means the basic requirement for teaching a subject full time, for a major fraction of the school day, or in the highest classfication of schools. MR means the minimum requirement for teaching a subject part time, for a minor fraction of the school day, or in the lowest classification of schools. — means not reported. M means a major; m means a minor. AC means approved curriculum.

* The high school certificate is of the blanket type for academic fields; authorized teaching fields are not endorsed on the certificate. Where teaching requirements are listed, these are enforced by the employing school officer or by accrediting regulations.

Alabama

[a] This work must include biology, chemistry, and physics.

[b] A major in social science must include at least two fields.

Alaska

[a] Teaching-field preparation must meet the standards of the Northwest Association of Secondary and Higher Schools—a major or minor of 16 and 12 s.h. respectively.

Arkansas

[a] May include not more than 6 s.h. in speech and journalism in any combination.

[b] Must include 6 s.h. in U.S. history, 6 in European history, and 9 chosen from at least three of the following fields: economics, sociology, political science, geography.

California

[a] Under the approved-program approach for elementary and secondary teacher certification, California will accept the number of semester hours for the major, minor, professional education, directed teaching, and general education as required by the preparing institution for the completion of its approved teacher education curriculum. However, professional education is not acceptable for a credential major or minor.

The standard elementary, secondary, and junior college credentials require completion of an academic major or minor. No minor is required if the major is academic.

The standard elementary credential requires an academic major to authorize teaching of all elementary school subjects. With a nonacademic major, the credential holder is restricted to teaching only the subject areas listed as majors and minors on the credential.

The holder of a standard secondary credential is limited to teaching subjects listed on the credential, except by special resolution of the local governing board with a report to the State Department of Education.

The standard junior college credential major requires a master's, doctor's, or other postgraduate degree approved by the State Board of Education in a subject matter area (not professional education). No minor is required if the major is in an academic subject commonly taught in the public junior college. If desired, the minor must consist of 20 s.h. in a single subject or academic interdepartmental group, including 12 upper-division or graduate s.h. in one subject. With a nonacademic major, a 20-s.h. minor is required in a single academic subject or interdepartmental group, including 12 upper-division or graduate s.h. in one subject. The holder is authorized to teach any subjects listed as majors on the credential. Subjects listed as minors may be taught only by resolution of the district governing board of trustees.

Colorado

[a] Including 5 s.h. in the specific subject taught.

[b] Including physics and chemistry.

[c] Eighteen in science, including 10 in the specific subject.

[d] Including biological and physical science.

Connecticut

[a] In addition to an introductory course.

[b] A provisional certificate in mathematics may be granted on the basis of 12 hours, including calculus; additional content preparation must be completed before issuance of the standard certificate.

[c] For the first science; for each additional science, 12 s.h.

[d] Including 12 s.h. in one science and a course in each of two others.

Delaware

[a] Or 30 s.h. if freshman English was waived by the college.

[b] Minimum requirements for permission to teach up to three classes along with classes in the certificated subject.

[c] In addition, a demonstrated proficiency of at least "good," as measured by criteria of the Modern Language Association.

[d] Plus 6 each in physics, biology, and mathematics.

[e] Minimum requirement to teach up to two classes or sections, plus 6 s.h. in biology, physics, and/or college-level math.

[f] Plus 6 s.h. each in chemistry, biology, and math.

[g] Minimum requirement to teach up to two classes or sections, plus 6 s.h. in math.

[h] Plus 6 s.h. each in chemistry and elective science.

[i] Minimum requirement to teach up to two classes or sections, plus 3 s.h. in chemistry.

[j] Six each in biology, chemistry, physics or physical science, mathematics, and electives.

[k] For partial teaching assignment of up to three classes or sections, 18 s.h., including two semesters in each of chemistry, physics, and biology.

[l] Thirty s.h. in specified areas.

[m] Minimum requirement, including two semester courses in U.S. history, for permission to teach up to three sections or classes along with certificated area.

Florida

[a] For the first language; 18 for the second.

Georgia

[a] BR and MR refer to requirements for listing fields on the certificate.

TABLE 4 FOOTNOTES *(continued)*

[b] Teachers of grades 9-12 must meet the BR. Teachers of grades 7-8 may hold an elementary school certificate.

Illinois

[a] The requirement for a special certificate in any field is a major of 32 s.h.
[b] Ten s.h. in the subject, with 24 in the field of physical science.
[c] May be a minor of 16 s.h. in history provided the applicant has a total of 24 in social science.

Iowa

[a] Iowa actually issues two authorizations: a general certificate and an approval statement. Institutions are authorized to file programs of teacher education specifying higher than minimum standards. When such programs are approved, students attending such institutions must meet the institutional standards, even though they exceed the minimum state standards, in order to secure "regular approval." Teachers devoting a major portion of time to a subject area are urged to have 30 s.h. of preparation in it.
[b] Standards require 20 s.h. in the field, with some credit in the subject taught.
[c] Standards require 20 s.h. in the field, with 6 in each science subject taught.
[d] Standards require 20 s.h. in the field, with preparation in both physical and biological sciences.
[e] Standards require 20 s.h. in the field, with 6 in each social studies subject taught.

Kansas

[a] The 24 s.h. are required for teaching English in comprehensive and standard schools. A journalism teacher must obtain the 24 but must include 6 in journalism or other subjects in the field.
[b] Only 15 required for authorization in Latin.
[c] A second language may be taught with 15 s.h. in the field.
[d] Effective September 1, 1970, 18 in the field, to include only courses beginning at a level equivalent to analytic geometry and calculus. (No specific subject preparation is required.)
[e] Twenty-four s.h. in the field and 6 in a specific subject.
[f] Effective September 1, 1970, 36 s.h. in the field, with a minimum of 12 to teach American history, government, and other history courses; a minimum of 6 to teach anthropology, economics, sociology, geography, and other social science courses.

Kentucky

[a] Specialization requirements for certification may be completed under one of four options (see below) in accordance with these definitions: Area of concentration—concentration usually 48 s.h., in accordance with an approved plan designed to insure well-rounded specialization in the area. Major—minimum of 24 s.h. in accordance with scope and sequence appropriate for the subject; majors in English and in certain approved combinations require 30 s.h. Minor—minimum of 18 s.h. in accordance with scope and sequence; a minor in English and in certain approved subject combinations requires 24 s.h.

Specialization Option 1, an area of concentration. *Specialization Option 2*, two majors. *Specialization Option 3*, one major and two minors. *Specialization Option 4*, one major and one minor when credit in both is 48 s.h. (54 when English is included as a major).

Where two numbers are listed, the first is for the area of concentration, the second for the major. Single numbers refer to majors only.

[b] Area in English: 48 s.h., 30 of which must be distributed among grammar, composition, and literature, and 18 among speech, dramatics, and journalism.
[c] Area in foreign languages: 48 s.h., including at least 18 in the leading language, 12 in each of two others, and 6 in electives.
[d] Area in natural science: 48 s.h., including at least 12 each in biology, chemistry, and physics, with at least 15 in one of the three, plus 3 s.h. in geology and the remainder in electives. Area in physical science and mathematics: 48 s.h., including at least 15 each in chemistry, physics, and mathematics.
[e] No separate certification in general science. A teacher qualifies for general science if certified in the science area of concentratiton or in chemistry, physics, or biology as the major or minor subject.
[f] Area in social studies: 48 s.h., including 18 in history and 6 each in political science, economics, sociology, and geography; remainder in electives.

Louisiana

[a] Twenty-four in the first language, 18 in the second.
[b] Six s.h. each in biology, chemistry, and physics gives authorization in general science. An additional 6 in any one of the three gives authorization in that one.
[c] Including U.S. history and government.

Maine

[a] In academic fields, the general certificate requires a 30-hour major and 18-hour minor or a 50-hour area in English, mathematics and science, or social studies.
[b] Thirty s.h. if major, 18 if minor.
[c] Latin, French, Spanish, German: 30 s.h. if major, 18 if minor.
[d] Math and science: 50 s.h. for the broad field; both subjects may be included.

Maryland

[a] A single language; 18 s.h. are acceptable if the applicant completed 2 or more units of the language during the last three years of secondary school.
[b] Eighteen s.h. are acceptable if the applicant completed 3 or more units of senior high school mathematics and the 18 are composed entirely of generally recognized college mathematics content.
[c] Including at least 18 in one of biology, chemistry, earth science, or physics and 6 each in two others. A junior high school teacher may substitute 6 s.h. in physical or earth science for the physics. A senior high school teacher who has in addition to the above requirements 15 s.h. in another science may be assigned to teach this science.
[d] Including 18 in history (6 in U.S. history), 6 in economics, and one course each in sociology, political science, and geography.

TABLE 4 FOOTNOTES *(continued)*

Massachusetts

[a] All secondary school and special subject certificates have the same requirements; 18 s.h. in the major field or fields (for authorization to teach full time) and 9 in minor subject fields (for authorization to teach minor fields up to 50 percent of total teaching time).

All secondary school and special subject certificates are special certificates in that a certificate is issued for each subject or field requested (assuming the applicant meets all requirements). Thus, an applicant who qualifies in two major fields may apply for and receive two certificates, one for each field.

Minor fields are recorded in the office of the Division of Teacher Certification and Placement but are not recorded on the teacher's certificate.

[b] No certificate issued for physical science.

[c] No certificate issued for biological science.

Michigan

[a] Provisional certificates may be endorsed for K-12 subject matter.

Minnesota

[a] Secondary school teachers certified to teach with minor preparation in science, mathematics, English, social studies, and modern foreign languages, shall within seven years after the initial certification acquire a college major in order to continue to be certificated to teach in the subject or field.

[b] One s.h. per unit of high school credit is allowed, not to exceed 3 s.h.

[c] Major or minor concentration in general area; some college credits in specific subject are required. A major if over half-time is spent teaching a specific subject; minor if half-time or less.

Mississippi

[a] Or 12 s.h., plus 2 high school units.

[b] Eight s.h. in mathematics may be applied toward meeting requirements in physics if the applicant meets requirements for endorsement in all areas of science.

Missouri

[a] Or 24 s.h., plus 2 or more high school units in a foreign language.

[b] Plus 18 in other science.

[c] Twenty in any biological science, plus 10 in other science; the applicant may then teach biology, zoology, or botany.

Montana

[a] Ten s.h. in the subject, plus certificate endorsement in either science or physical science; *or* certificate endorsement in the subject, which is based on completion of a college approved teaching major or minor (minimum, 20 s.h.).

[b] Ten s.h. in the subject, plus certificate endorsement in science; *or* certificate endorsement in biology or biological science.

Nebraska

[a] BR is now an endorsement on the teaching certificate.

[b] Eighteen in the specific language.

[c] Twenty-four in the field and preparation in each subject taught.

[d] Including 8 in specific science taught, except general science requires at least one course each in physics, chemistry, and biology.

New Hampshire

[a] Thirty in the area, 18 in the specific subject taught.

[b] In the specific language.

[c] Twelve in the area, 6 in the subject to be taught.

[d] Twelve in the area, covering physical and biological science.

[e] Thirty in the area, 6 in the subject to be taught.

New Jersey

[a] BR is required for an initial teaching field, MR for additional teaching fields.

[b] Separate certificates are not issued for chemistry and physics. The teaching of these subject fields is covered by the physical science or comprehensive science certificate.

[c] A separate certificate is not issued for biology. The teaching of this field is covered by the biological science or the comprehensive science certificate.

New York

[a] At least 15 s.h. must be in the science area for which certification is requested.

[b] All certificates issued for a specific science carry validity for general science if collegiate study shows preparation in at least two science areas (biology, chemistry, physics, earth science).

North Dakota

[a] The high school certificate is of the blanket type for academic fields; majors and minors appear on the certificate. Teaching assignments are enforced by accreditation. Each high school teacher of subjects in the academic fields shall teach only in the field or fields indicated in which he has the equivalent of a college minor. Sixteen s.h., or the number of credits required by the North Central Association for determining a minor in any field, is considered the standard for interpreting this requirement.

Ohio

[a] Latin, 15; French, Spanish, or German, 20.

[b] Must include basic courses in chemistry and physics.

[c] Or basic courses in biology, zoology, and botany.

[d] Must include basic courses in physics, biology, and chemistry.

[e] Well distributed among history, economics, sociology, political science, and geography.

Oklahoma

[a] Or language arts.

[b] A maximum 6-hour deduction is allowed for appropriate high school credit in meeting minor teaching assignment requirements. None allowed for certification; the rule applies only to assignment outside the major teaching field.

TABLE 4 FOOTNOTES *(continued)*

[c] One college course is required in each subject taught. A maximum of 3 s.h. may be deducted from the total hours required for either intermediate algebra, solid geometry, or trigonometry omitted in college because of work completed in high school. Courses in basic mathematics, business mathematics, and methods of teaching mathematics are excluded toward meeting the above requirements.
[d] Distributed among physical and biological sciences.

Oregon

[a] Required in each language taught.
[b] Must include 4 in chemistry.
[c] Must include 4 in physics.
[d] Must include 6 in U.S. history, 6 in history of Western or world civilization or equivalent courses, and work in geography, economics, sociology, and political science.

Puerto Rico

[a] No report for 1970. Requirements shown are carried over from the 1967 Edition.

Rhode Island

[a] May include up to 3 s.h. of speech.
[b] Must include at least 18 in the specific area; remaining 6 may be in math or other sciences.
[c] Must include at least 6 each of biology, chemistry, and physics; remaining 6 in math or science.
[d] Must include at least 18 in history.

South Carolina

[a] Calculus must be included.

South Dakota

[a] At least 10 in the science taught.
[b] With at least 3 each in zoology and botany.
[c] The preparation must be in at least two fields.
[d] At least 5 in each subject taught, except American history, 8.

Tennessee

[a] Or 18 and 2 high school units.
[b] Must include three areas.
[c] Must include both biology and physical science.
[d] Must include 12 of history and 6 each of sociology, geography, economics, and government.

Texas

[a] The composite science and general science fields must have major emphasis in biology and include at least 3-6 s.h. in chemistry, physics, and earth science.
[b] Must have major emphasis in history and include at least 3-6 s.h. in government, economics, geography, and sociology.

Vermont

[a] Latin, 24; modern languages, 24 beyond the first-year introductory course.
[b] Thirty in a sequential program, starting with analytics or calculus.
[c] Thirty in chemistry, physics, or biology, or 48 in sciences, including at least 18 in each of two of chemistry, physics, and biology.
[d] Thirty in history, or 48 in social studies, including 18 in history and one year of U.S. history.

Virginia

[a] Teachers of eighth- and ninth-grade arithmetic, consumer mathematics, and basic mathematics only.
[b] Must include at least three of the science fields.
[c] The credit distribution shall be history, 18; government, 12; geography, 6; and economics, 6.

Washington

[a] Graduates of Washington institutions now obtain a provisional teaching certificate which is valid for teaching K-12. This should not be interpreted to mean that holders of these certificates have not met certain requirements in major and minor subject fields. State Board of Education accreditation of junior and senior high schools is one of the controls which influence assignment of teachers to their proper fields. Beginning teacher assignments are limited to levels and subjects recommended by the institution.

West Virginia

[a] A comprehensive field of 50 s.h., including English, speech, and journalism, is the minimum requirement for persons qualifying in a single area of specialization.
[b] Teachers of chemistry, physics, and biology are also prepared to teach general science. Every science teacher must have a foundation of 8 hours each in chemistry, physics, and biology.
[c] Must include 24 of history and 6 each in government, sociology, and geography.

Wisconsin

[a] With a minor of 22 in one subject and one full-year course of at least 8 s.h. in the other three. Subjects included are chemistry, physics, biology, and earth science. A minimum of 6 s.h. of mathematics shall be a prerequisite.
[b] With work in at least three sciences.
[c] At least 22 in history and one full-year course in sociology, economics, political science, and social geography.

Wyoming

[a] Certificates usually are endorsed by fields since few teachers in the state teach a particular subject for a major portion of the day. However, individual subject endorsements are available for teachers with the required 24-30 s.h. Minor teaching fields, are not endorsed on the certificate. Accreditation enforces a minimum of 18 in each minor taught.
[b] Six-hour deduction allowed for high school work if proficiency is indicated in transcript of credits.
[c] Endorsement in science requires 30, including 8 each in physics and chemistry and 12 in biology.
[d] Eight each in physics, chemistry, and additional physical sciences.
[e] Eighteen of biological science and 6 of chemistry.

TABLE 5. – BASIC AND MINIMUM REQUIREMENTS FOR AUTHORIZATION TO TEACH A SPECIAL FIELD OR SUBJECT

State	Agriculture		Art		Commerce		Home Economics		Industrial Arts		Journalism		Library Science		Music		Phys. Ed.** (Men)		Phys. Ed.** (Women)		Speech		Adult Education		State
	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	
1	2		3		4		5		6		7		8		9		10		11		12		13		14
Alabama	50	18	24	18	34	18	45	18	24	18	24	18	24	18	24	18	24	18	24	18	24	18	–	–	Alabama
Alaska*	16	–	16	–	16	–	16	–	16	–	16	–	16	–	16	–	16	–	16	–	16	–	16	–	Alaska
Arizona	60	–	30	18	30	18	40	–	30	18	30	18	18	–	30	18	30	20	30	18	30	18	–	–	Arizona
Arkansas	VR[a]	VR	24	24	21	21	VR[a]	VR	VR[a]	VR	–	–	15	15	24	24	21	21	21	21	24	24	–	–	Arkansas
California[a]	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	–[b]	–	California
Colorado*	18	–	18	–	18	–	18	–	18	–	18	5	12	–	18	–	18	–	18	–	18	5	–	–	Colorado
Connecticut	35	35	35	35	–[a]	–	35	35	35	35	–	–	18[b]	18	35	35	35	35	35	35	–	–	–[c]	–	Connecticut
Delaware	30	30	40[a]	40	42	42	42[a]	42	30[a]	30	–	–	30[b]	–	40[b]	40	40[a]	40	40[a]	40	36[c]	24[d]	B[e]	–	Delaware
District of Col.	–	–	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	24	24	–	–	District of Col.
Florida	B[a]	–	30	–	30	–	36	–	30	–	12[b]	–	24	–	30	–	24	–	24	–	30	–	–[c]	–	Florida
Georgia[a]	VR[b]	6	30	6	36	6	VR[b]	6	30	6	–[c]	6	24	6	36	6	24	6	24	6	–[c]	6	24	6	Georgia
Hawaii	46[a]	24	M	M	M	M	45[b]	24	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	Hawaii
Idaho	30[a]	20	30	20	30	20	30[b]	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	–	–	Idaho
Illinois	24	24	20	20	20	20	24	24	24	24	24[a]	24[a]	16	16	20	20	20	20	20	20	24[a]	24[a]	–[b]	–	Illinois
Indiana	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	Indiana
Iowa*[a]	30[b]	20	30	30	30[c]	20	30[b]	20	30	30	10[d]	10	30[e]	15	30	30	30	30	30	30	10[d]	10	–	–	Iowa
Kansas*	24[a]	–	24	24	24	6[b]	24[c]	–	24	6[b]	24[d]	–	24	15	24[e]	24	24	24	24	24	24[f]	24	–[g]	–[g]	Kansas
Kentucky[a]	60-24[b]	18	48-24[c]	18	48-24[d]	18	48-24[e]	18	48[f]	33	24	18	24	18[g]	48-24[h]	18	24	18	24	18	24[i]	18	–	–	Kentucky
Louisiana	50	50	39	39	36	36	42	42	36	36	12	12	18	18	62	62	33-20[a]	33-20	33-20[a]	33-20	18	18	B[b]	B[b]	Louisiana
Maine*	B	B	B	B	B	B	B	B	B	B	–	–	–[a]	–	B	B	B	B	B	B	–	–	–	–	Maine
Maryland	45	45	30	30	36[a]	36	36	36	36	36	–[b]	–	18	18	30	30	30	30	30	30	24	24	–	–	Maryland
Massachusetts[a]	VR	–	18	9	18	9	18	9	18	9	NR	–	NR	–	18	9	18	9	18	9	18	9	–[b]	–	Massachusetts
Michigan[a]	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	–	–	Michigan
Minnesota[a]	M	m	M	m	M	m	M	m	M	m	–	–	–[b]	–	M	m	M	m	M	m	M	m	–	–	Minnesota
Mississippi	63	63	30	30	34	24	35	35	30	30	15	15	24	24	44	44	30	30	30	30	24	24	–	–	Mississippi
Missouri	30[a]	30	30	30	30	30	30[a]	30	30	30	30[b]	30	15	15	40	40	30	30	30	30	30[c]	30	–	–	Missouri
Montana	30	20	30	20	30	20	30	20	30	20	30[a]	20[a]	30	20	30	20	30	20	30	20	10[b]	10[b]	30	20	Montana
Nebraska*[a]	24	18[b]	24	12	24	18[b]	24	18[b]	24	18[b]	24	18[b]	15	6	24	12	24	12	24	12	24	18[b]	–	–	Nebraska
Nevada	VR	–	M	–	M	–	VR	–	M	–	M	16	M	16	M	–	M	–	M	–	M	16	VR	–	Nevada
New Hampshire	AC	12	30[a]	12	30[b]	12[c]	30[b]	12[c]	30[b]	12[c]	–	–	24[d]	6	30[a]	12	30[a]	12	30[a]	12	–	–	–	–	New Hampshire
New Jersey	40	40	40	40	40	40	39	39	40	40	–	–	30	30	40	40	40	40	40	40	18	18	–	–	New Jersey
New Mexico	60	–	36	36	36	36	36	36	36	36	36	36	18	18	36	36	36	36	36	36	36	36	–	–	New Mexico
New York	36	36	36	36	36	36	36	36	36	36	–[a]	–	36	36	36	36	36	36	36	36	36	36	–[b]	–	New York
North Carolina	48	–	36	–	36	–	48	–	42	–	–	–	18	–	48	–	36	–	36	–	30	–	–	–	North Carolina
North Dakota*[a]	16	16	16	16	16	16	16	16	16	16	16	16	16	6	16	16	16	16	16	16	16	16	–	–	North Dakota
Ohio[a]	–	15	–	24[b]	–	45	–	30	–	27	–	15	–	16[c]	–	24[b]	–	24[d]	–	24[d]	–	18[d]	NR	NR	Ohio
Oklahoma	24	18	36	18	30[a]	18	26	18	30	18	–	–	24	18	46[b]	18	30	18	30	18	24	18	–	–	Oklahoma
Oregon	51	51	16	16	26	26	18	18	16	16	–	6	14	6	16	16	24	24	24	24	–	6	–	–	Oregon
Pennsylvania	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	–[a]	–[a]	Pennsylvania
Puerto Rico[a]	30	30	30	30	30	30	40	40	40	40	–	–	18	18	30	30	30	30	30	30	–	–	–	–	Puerto Rico
Rhode Island	36	36	36	36	36	36	36	36	36	36	–	–	18	18	36	36	36	36	36	36	18	18	–	–	Rhode Island
South Carolina	60	60	24	24	39	39	42	42	24	24	–	–	24	24	30	30	24	24	24	24	–	–	–	–	South Carolina
South Dakota	24	–	15	–	15	–	15	–	15	–	15	–	15	–	15	–	15	–	15	–	15	–	24	15	South Dakota
Tennessee	–[a]	–	24[b]	24	18[c]	18	–[a]	–	30[d]	30	–	–	18[b,e]	18	36[b,f]	36	24[b,g]	24	24[b,g]	24	14	14	–	–	Tennessee
Texas	54[a]	54	24[b]	48	24	48[c]	45[d]	48	48	48	24	24	18	18	48	48	24	24	24	24	24[e]	48	–		Texas
Utah*	42	42	42	15	42	15	42	42	42	15[a]	26	15	6	6	42	15	42	15	42	15	26	15	–	–	Utah
Vermont*	36	36	36	36	24	24	36	36	36	36	–	–	30	12	36	36	36	18	36	18	30	–	–	–	Vermont
Virginia	–[a]	–	30[b]	30	45[c]	12[d]	45[e]	45	30	30	12	12	18	18	36	36	36	36	36	36	12	12	–	–	Virginia
Washington*[a]	M	m	M	m	M	m	M	m	M	m	M	m	M	m	M	m	M	m	M	m	M	m	–[b]	–	Washington
West Virginia[a]	45	–	27[b]	24	35	24	40	24	52	28	21	18	21	21	47[b]	24	39[b]	24	34[b]	24	24	24	–[c]	–	West Virginia
Wisconsin	34	34	22	22	34	34	34	34	34	22	22	22	22	22	34	22	22	22	22	22	22	22	–	–	Wisconsin
Wyoming[a]	53	–	24	18	30	18	36	–	24	18	30	6[b]	24	–	36	18	24	18	24	18	30	6[b]	–	–	Wyoming

TABLE 5 FOOTNOTES

LEGEND: BR means the basic requirement for teaching a subject full time, for a major fraction of the school day, or in the highest classification of schools. MR means the minimum requirement for teaching a subject part time, for a minor fraction of the school day, or in the lowest classification of schools. — means not reported. AC means approved curriculum. B means a bachelor's degree. M means a major; m means a minor. NR means no requirement. VR means vocational requirement.

* The high school certificate is of the blanket type for academic fields and, in some instances, for special fields; authorized teaching fields are not endorsed on the certificate. Where requirements for teaching are listed, these are enforced by the employing school officer or by accrediting regulations.

** Some states have separate certification for health education. Check requirements in Chapter III or with the respective state certification offices.

Arkansas

[a] Agriculture, home economics, and industrial arts are checked by the state supervisor of the particular service involved.

California

[a] Under the approved-program approach for elementary and secondary teacher certification, California will accept the number of semester hours for the major, minor, professional education, directed teaching, and general education as required by the preparing institution for completion of its approved teacher education curriculum. However, professional education is not acceptable for a credential major or minor.

The standard elementary, secondary, and junior college credentials require completion of an academic major or minor. No minor is required if the major is academic.

The standard elementary credential requires an academic major to authorize teaching of all elementary school subjects. With a nonacademic major, the holder is restricted to teaching the subject matter areas listed as majors and minors on the credential.

The holder of a standard secondary credential is limited to teaching single subjects listed on the credential, except by special resolution of the local governing board with a report to the State Department of Education.

The standard junior college credential major requires a master's, doctor's, or other postgraduate degree approved by the State Board of Education in a subject matter area (not professional education). No minor is required if the major is in an academic subject commonly taught in the public junior college, but if desired, it must consist of 20 s.h. in a single subject or academic interdepartmental group, including 12 upper-division or graduate s.h. in one subject. With a nonacademic major, one minor is required consisting of 20 s.h. in a single academic subject, including 12 upper-division or graduate, or 20 in an academic interdepartmental group, including 12 upper-division or graduate in one subject. The holder is authorized to teach any subjects listed as majors on the credential. Subjects listed as minors may be taught by resolution of district governing board of trustees.

[b] Four years of appropriate education beyond high school graduation or four years of appropriate successful experience obtained after high school graduation in the subject to be named on the credential, or any combination of experience and education. For a credential authorizing teaching in an academic subject matter area, the education shall be at the college or university level.

Connecticut

[a] Business (commerce) is considered a secondary field. (Secondary business education, 30 s.h.)

[b] For the provisional certificate, 18 in library science and 17 in "broad cultural fields" (not defined); for the standard certificate, 30 in library science.

[c] For teaching academic subjects customarily taught in secondary schools in adult education classes, requirements are the same as for those for secondary school subject preparation.

Delaware

[a] Grades 1-12.

[b] Plus 18 in professional education, or a valid teaching certificate.

[c] A major in dramatic arts and speech, with a minimum of 36 s.h.

[d] Including one 3-s.h. course in directing if major teaching assignment is in dramatic arts and speech. Minimum of 16 s.h. if the area is taught as a minor assignment.

[e] For adult basic education; B or three years of experience in a special field for general adult education.

Florida

[a] Major must be agriculture.

[b] With certification in English, 6.

[c] High school graduation and 48 months of work experience, or institutional training and 24 months of experience.

Georgia

[a] Basic and minimum requirements refer to the listing of fields on certificates.

[b] Bachelor's degree from a college approved for training teachers of vocational agriculture or vocational home economics.

[c] Included in the broad field of English.

[d] For certification as teacher-librarian, 12.

Hawaii

[a] Plus a course in the teaching of agriculture.

[b] Not listed separately.

Idaho

[a] Endorsement also must be approved by the vocational agriculture supervisor for vocational education.

[b] Endorsement also must be approved by the home economics supervisor for vocational education.

Illinois

[a] If English major or minor, 8.

[b] Section 21-11, General Certificate. "The State Teacher Certification Board may issue a general certificate for part-time teachers of junior college and adult education

TABLE 5 FOOTNOTES *(continued)*

subjects. Such certificate shall be for not more than eight clock hours per week and the subject named in the certificate. The requirement is proof that the applicant is a recognized specialist in his occupational field and that the employing board makes the request."

Iowa

[a] Iowa actually issues two authorizations: a general certificate and an approval statement. Special certificates with the subject or service area endorsed thereon are available in the following areas: art, industrial arts, education of exceptional children, music, physical education, and librarianship. These certificates require at least 30 s.h. of preparation in the area endorsed thereon. The holders of blanket certificates are also required to have 30 s.h. of preparation in any area just named to which they devote more than half-time, except that no authorization for the education of exceptional children is given on less than 30 s.h.
[b] Nonvocational.
[c] Standards require 20 in the field, with some credit in the subject taught, except that preparation in shorthand and typewriting must include "advance preparation" beyond the beginning course.
[d] The requirement is 6 when the teacher also has 20 in English.
[e] For more than half-time service, a certificate endorsed for librarianship is required.

Kansas

[a] The requirement for vocational agriculture is higher.
[b] In the specific subject.
[c] The requirement for vocational home economics is higher.
[d] In English, including 6 in any subject taught in this field.
[e] In secondary schools, 24 to teach vocal music plus 24 to teach instrumental music.
[f] Including at least one course each in public speaking, theater, and discussion and debate, and one chosen from among oral interpretation, speech correction, and voice and diction.
[g] To teach adult credit courses, valid secondary certificate and subject and field qualifications as required of instructors in accredited high schools.

Kentucky

[a] Specialization requirements for certification may be completed under any one of four options (see below) in accordance with the following definitions: Area of concentration—concentration usually 48 s.h., in accordance with an approved plan designed to insure well-rounded specialization in the area. Major—minimum of 24 s.h. in accordance with scope and sequence appropriate for the subject; majors in English and in certain approved combinations require 30 s.h. Minor—minimum of 18 s.h. in accordance with scope and sequence; a minor in English and in certain approved subject combinations requires 24 s.h.

Specialization Option 1, an area of concentration. *Specialization Option 2,* two majors. *Specialization Option 3,* one major and two minors. *Specialization Option 4,* one major and one minor, when credit in both is 48.

Where two numbers are listed, the first is for the area of concentration, the second for the major. Single numbers refer to majors only.

Before a teacher with less than a minor of 18 can be assigned to a subject, approval must be secured by the local school superintendent from the head of the Bureau of Instruction of the State Department of Education.

[b] Area in agriculture: completion of vocational agriculture curriculum which includes a minimum of 60.
[c] Area in art: 48 distributed among drawing and painting, design, sculpture and ceramics, history and appreciation of art, and methods.
[d] Area in commerce (business education): 48 distributed among business education subjects, with a degree of specialization in one.
[e] Area in home economics: completion of vocational home economics curriculum which includes 48 s.h.
[f] Area in industrial arts: 48 distributed among general shop, woods, metals, graphic arts, drafting, crafts, electricity and power, and transportation.
[g] An approved minor in library science is sufficient to validate a provisional or standard teaching certificate for librarianship until the standard librarianship certificate is obtained.
[h] Area in music: minimum of 48, including applied music; music theory; conducting, 2; musicology; methods, 4; and electives. Each institution plans its own course distribution.
[i] A teaching major or minor in a speech-dramatics combination is issued, but a major is not recognized in dramatics as an individual subject. A teaching minor is issued in dramatics. A speech-dramatics combination must include 8 s.h. in the lesser of the two subjects.

Louisiana

[a] Thirty-three gives authorization in health, physical, and safety education; 20 gives authorization only in physical education (including coaching).
[b] No official laws or minimum requirements for adult education. By informal agreement, superintendents employ teachers with regular certificates, or if they are not available, at least individuals with college degrees.

Maine

[a] A valid general elementary or secondary certificate may be endorsed to authorize service as a librarian for the particular level covered by the general certificate when the applicant presents 18 s.h. in approved library science. The regular school librarian's certificate is based on a bachelor's degree from an approved program for the preparation of school librarians.

Maryland

[a] Listed as business education.
[b] Included in English requirement.

Massachusetts

[a] All secondary certificates and special subject certificates have the same requirements: 18 in the major field or fields (to teach full time) and 9 in minor subject fields (authorized to teach minor fields up to half-time).

TABLE 5 FOOTNOTES *(continued)*

All secondary and special subject certificates are special certificates in that a certificate is issued for each subject or field requested (assuming the applicant meets all the requirements). Thus, an applicant who qualifies in two major fields may apply for and receive two certificates, one for each field.

Minor fields are recorded in the office of the Division of Teacher Certification and Placement but are not recorded on the teacher's certificate.

[b] Teachers in the adult civic education program are required to have special certification by the Division of Civic Education.

Michigan

[a] Provisional certificates may be endorsed for K-12 subject matter.

Minnesota

[a] A major if over half-time is spent teaching a specific subject, a minor if half-time or less.

[b] Approved college minor.

Missouri

[a] General.

[b] A person certificated in English may teach journalism with 15 s.h. in journalism.

[c] In speech or dramatics, or both, with a minimum of 5 in the subject taught, plus 9 in other English which must include 5 in composition.

Montana

[a] May teach journalism with endorsement in English and two or more courses in journalism.

[b] Ten s.h. in speech, plus certificate endorsement in English; or certificate endorsement in speech.

Nebraska

[a] BR is now an endorsement on the teaching certificate.

[b] Eighteen in the field, including preparation in each subject taught.

New Hampshire

[a] Plus 6 in methods of teaching the specialty on the elementary and secondary levels.

[b] AC or 30 in the area, 6 in the subject taught.

[c] Twelve in the area, 6 in the subject taught.

[d] Or bachelor's degree, plus 6 in professional education.

New York

[a] Certification in high school English is needed to teach journalism.

[b] No defined preparation is required. The applicant must hold a regular public school teaching certificate or have sufficient training and experience and the recommendation of the local superintendent of schools for an adult education certificate.

North Dakota

[a] Majors and minors are shown on certificates. Placement is enforced by accrediting regulations.

Ohio

[a] Special certificates are issued only for art, library science, music, physical education, speech, and hearing-speech therapy.

[b] Fifty for a special certificate.

[c] Thirty for a special certificate.

[d] Forty for a special certificate.

Oklahoma

[a] Bookkeeping and clerical practice: MR, 26; BR, 18. Business education: MR, 30; BR, 18.

[b] Instrumental and vocal music: MR, 46; BR, 18. Instrumental music: MR, 40; BR, 18. Vocal music: MR, 40; BR, 18.

Pennsylvania

[a] Must hold a certificate.

Puerto Rico

[a] No report for 1970. Requirements shown are carried over from the 1967 Edition.

Tennessee

[a] Program approved by State Board for Vocational Education.

[b] Valid for grades 1-12.

[c] Must include 12 distributed among introduction to business, accounting, typewriting, business law, economics, and business mathematics. Also, provision for endorsement in individual areas.

[d] Must be distributed with not more than 10 in one area to apply on the minimum.

[e] Endorsement for teacher-librarian, 12.

[f] Public school music endorsement. Instrumental music, 42.

[g] Including health, 12, physical education, 12.

Texas

[a] For vocational agriculture; when not vocational, 48.

[b] Art is considered a secondary field. For all-level endorsement, 48, covering all areas in art education.

[c] Commerce (business education) is considered a secondary field and requires 24 for secretarial science. The composite field covering all areas of business education requires 48.

[d] For vocational home economics; when not vocational, 48.

[e] Speech is considered a secondary field. For all-level speech-drama endorsement, 48 in the major areas in speech and drama.

Utah

[a] Minimum for a single subject within the field.

Virginia

[a] Approved curriculum resulting in bachelor of science in agriculture degree; sound background of agricultural experience; preferably farm-reared.

[b] Must include design, drawing, painting, and graphics, 12; sculpture, 6; ceramics and crafts, 6; history and appreciation, 6.

[c] An applicant may qualify for endorsement to teach general office procedures, stenography, or bookkeeping-data processing with 45 s.h. in the particular area.

[d] For subject endorsement in bookkeeping and accounting, basic business, data processing, or office systems and procedures. Shorthand and typewriting endorsement, 15 s.h.

[e] Applicant must qualify for the Collegiate Professional Certificate by completing approved curriculum leading to the bachelor's degree. Subject content: 9 s.h. each in family and child development; housing, home furnishing and equipment; foods and nutrition; cloth-

TABLE 5 FOOTNOTES *(continued)*

ing and textiles; family economics and home management.

Washington

[a] Graduates of Washington institutions now obtain a provisional teaching certificate which is valid for teaching K-12. This should not be interpreted to mean that holders of these certificates have not met certain requirements in fields of concentration or in major and minor subject fields. State Board of Education accreditation of junior and senior high schools is one of the controls which influence assignment of teachers to their proper fields. Beginning-teacher assignments are limited to levels and subjects recommended by the institution.

[b] On recommendation of the school district.

West Virginia

[a] Endorsements in a single subject are given for the following fields if specified requirements are met: agriculture, 45; home economics, 40; industrial arts, 52; music, 47. The teacher of a special subject would find it difficult to secure a satisfactory position without holding a special certificate.

[b] Valid for grades 1-12.

[c] Approved by the supervisor of vocational education on an individual basis.

Wisconsin

[a] No teacher may continue to teach a special subject with less than a major of at least 34 s.h. (exceptions: journalism, library science, and speech).

Wyoming

[a] Certificates usually are endorsed by fields since few teachers in the state teach a particular subject for a major portion of the day. However, individual subject endorsements are available for teachers with the required 24 or 30 s.h. Minor teaching fields are not endorsed on the certificate. Accreditation enforces a minimum of 18 in each minor field taught.

[b] Must be part of the English endorsement.

TABLE 6. – MINIMUM REQUIREMENTS IN DEGREES AND SEMESTER HOURS FOR ADMINISTRATIVE CERTIFICATES*

State	Elementary School Principals	Secondary School Principals	Superintendents
1	2	3	4
Alabama	M	M	M
Alaska	M	M	M
Arizona	M + 24	M + 24	M + 30
Arkansas	M	M	M + 30
California	6 years[a]	6 years[a]	7 years[b]
Colorado	M[c]	M[d]	M + 30
Connecticut	M + 15[e]	M + 15[e]	M + 30
Delaware	M	M	M + 30, or 60
District	M[f] (NC)	M[f] (NC)	M[f] (NC)
Florida	M	M	NC
Georgia	M[g]	M[g]	M[g]
Hawaii	M + 20	M + 20	M + 20
Idaho	M	M	M
Illinois	M[h]	M[h]	M + 30[h]
Indiana	M[i]	M[i]	Ed. Sp.
Iowa	M	M	M + 30[j]
Kansas	M + 6	M + 6	M + 30
Kentucky	M + 15[k]	M + 15[k]	M + 30
Louisiana	M	M	M
Maine	B + 6	B + 6	M[l]
Maryland	M[m]	M[m]	M + 30
Massachusetts	B + 3[n]	B + 3[n]	B + 15[n]
Michigan	NC	NC	NC
Minnesota	M[o]	M[o]	M + [p]
Mississippi	M	M	M
Missouri	M	M	M + 30[q]
Montana	M	M	M
Nebraska	M[r]	M[r]	M[r]
Nevada	M	M	M + 15
New Hampshire	M	M	M + 30
New Jersey	M	M	M
New Mexico	M[s]	M[s]	M[s]
New York	M[t]	M[t]	M[t] + 30
North Carolina	M[u, v]	M[u, v]	M
North Dakota	M	M	M
Ohio	M	M	M + 30
Oklahoma	M[w]	M[w]	M[w]
Oregon	M + 22	M + 22	M + 30
Pennsylvania	M + 15	M + 15	M + 40[x]
Puerto Rico	B + 30[y]	B + 30[y]	B + 30[y]
Rhode Island	M[z]	M[z]	M[z]
South Carolina	M	M	M + 1 yr.
South Dakota	M	M	M
Tennessee	M	M	M
Texas	M + 30	M + 30	M + 30
Utah	M + 30	M + 30	M + 30
Vermont	B + 18	M	M
Virginia	M[aa] (NC)	M[aa] (NC)	M + 30[aa] (NC)
Washington	M + 14	M + 14	M + 30
West Virginia	M	M	M + 30[bb]
Wisconsin	B[cc]	M[cc]	M[cc]
Wyoming	M[dd]	M[dd]	M + 15[dd]

TABLE 6 FOOTNOTES

LEGEND: B means completion of the bachelor's degree. M does not necessarily mean that completion of a master's degree is required; in some instances it means completion of five college years of specified preparation. Ed.Sp. means specialist in education (six years). NC means no certificate issued.

* Professional requirements listed are the basic requirements for degree or lowest regular certificates. Some variation from the professional requirements as stated in this table may be found in the requirements for specific certificates listed for the respective states in Chapter III.

[a] Standard Supervisory Credential requirements for service as elementary or secondary principal include a master's or other acceptable postgraduate degree in an academic subject matter area or a master's or other acceptable postgraduate degree in a nonacademic area and completion of an academic major (12 s.h. of upper-division or graduate work).

[b] Standard Administrative Credential requirements for service as superintendent include a master's degree in an academic subject matter area or an acceptable doctor's degree. If the doctorate is not in an academic area, completion of a 24-s.h. academic major (upper-division or graduate work) or approval by the State Board of Education is required.

[c] With a major in elementary school administration. There is some movement toward M + 15.

[d] With major in secondary school administration. Likely to move to M + 15 by September 1, 1970.

[e] For initial (provisional) certificate as intermediate administrator and supervisor; M + 30 for standard.

[f] A master's degree is required for the position but D.C. does not issue administrative certificates.

[g] Provisional certification is granted on the basis of the T-4 certificate (bachelor's degree) plus 6 hours of appropriate graduate study.

[h] Illinois issues an Administrative Certificate which has three endorsements: *General Supervisory* for supervisors and curriculum directors; *General Administrative* for principals and assistant superintendents; and *Superintendent*. The first two require a master's degree in an approved program with some specific requirements and two years of teaching. The superintendent endorsement requires graduation from an approved sixth-year program, or a doctor's degree, with some specific requirements and two years of teaching and two years of administration or supervision.

[i] Valid for five years; an additional 30 s.h. is required for renewal.

[j] NCATE-approved sixth-year program.

[k] Effective September 1, 1970.

[l] Master's degree including or plus 18 s.h. in professional education.

[m] Effective September 1, 1972, an additional 15 hours of graduate credit will be required.

[n] Principals: Teaching certificate at appropriate level plus 3 s.h. in appropriate supervision or administration. Superintendent: Teaching certificate plus 6 s.h. in elementary education, 6 in secondary education, and 3 in school administration.

[o] Master's degree or partial completion of a specialist's program.

[p] Master's degree plus 16 graduate s.h. (partial completion of specialist's degree program) for a standard certificate; specialist's degree for the professional certificate.

[q] Sixth-year NCATE-approved graduate program dealing with the superintendency.

[r] Master's or 36 graduate s.h. toward completion of an approved sixth-year program for the Standard Administrative and Supervisory Certificate; completion of the sixth year for professional certification. The provisional certificate, which requires verification of status in an appropriate graduate program, cannot be endorsed for superintendents.

[s] Including 20 s.h. in administration.

[t] Master's or 30 s.h. of graduate study.

[u] One certificate issued to principals in elementary and secondary schools.

[v] Optional sixth-year program.

[w] For a provisional certificate; an additional 16 and 30 s.h. of graduate credit required for a standard certificate for principals and superintendents respectively.

[x] Doctorate or 70 s.h., including the master's degree.

[y] Puerto Rico did not report for 1970. Requirements shown are carried over from the 1967 Edition.

[z] Master's degree or 36 graduate s.h.

[aa] No separate administrative certificate is issued, but the master's degree is required for endorsement for all three fields. Superintendents must have 60 hours of graduate work.

[bb] Effective September 30 1970.

[cc] For elementary principals in schools of 6-10 teachers, a bachelor's degree and a course in administration; in schools of 11 or more teachers, a master's degree with 16 graduate s.h. in specified education courses. For secondary principals, a master's degree with specified courses in education. For superintendents, a master's degree with specified courses.

[dd] For initial certification. Standard certificate for principals, M+15; for superintendents, M+30.

TABLE 7. – TYPES OF SCHOOL PERSONNEL REQUIRED BY STATE LAW OR REGULATION TO HOLD CERTIFICATES

State	Public School						Private and Parochial School					
	Nursery School Teachers	Kindergarten Teachers	Elementary School Teachers	Secondary School Teachers	Junior College Teachers	Teachers College Teachers	Nursery School Teachers	Kindergarten Teachers	Elementary School Teachers	Secondary School Teachers	Junior College Teachers	Teachers College Teachers
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama			x	x					x	x		
Alaska		x	x	x				x[1]	x[1]	x[1]		
Arizona	x	x	x	x	x							
Arkansas		x	x	x								
California	x[2]	x	x	x	x[3]							
Colorado	x	x	x	x					x[1]	x[1]		
Connecticut[4]	x	x	x	x			x[1]	x[1]	x[1]	x[1]		
Delaware		x	x	x								
District of Col.		x	x	x		–[5]						
Florida		x	x	x	x							
Georgia		–[6]	x	x								
Hawaii	x[7]	x[7]	x[7]	x			x	x	x	x		
Idaho			x	x								
Illinois		x	x	x								
Indiana		x	x	x								
Iowa	x	x	x	x	x				x	x		
Kansas	x	x	x	x	x		x[1]	x[1]	x[1]	x[1]	x[1]	
Kentucky	x	x	x	x					x	x		
Louisiana	x	x	x	x			x[1]	x[1]	x[1]	x[1]		
Maine		x	x	x				x[8]	x[8]	x[8]		
Maryland		x	x	x			–[9]	–[9]	–[9]	–[9]		
Massachusetts		x	x	x	x[10]							
Michigan	x	x	x	x			x	x	x	x		
Minnesota	x	x	x	x								
Mississippi			x	x								
Missouri		x	x	x	x	x						
Montana		x	x	x					x[1]	x[1]		
Nebraska	x	x	x	x			x	x	x	x		
Nevada		x	x	x				x[11]	x[11]	x[11]		
New Hampshire		x[12]	x	x								
New Jersey	x	x	x	x								
New Mexico		x	x	x					x	x		
New York	x	x	x	x			–[13]					
North Carolina		x	x	x				x	x	x		
North Dakota		x	x	x		–[14]			x[1]	x[1]		
Ohio		x	x	x				x	x	x		
Oklahoma		x	x	x				x[1]	x[1]	x[1]		
Oregon			x	x								
Pennsylvania	x	x	x	x			x[15]	x[15]	x[15]	x[15]		
Puerto Rico[16]		x	x	x					x	x		
Rhode Island	x	x	x	x					x[17]			
South Carolina		x	x	x					–[9]	–[9]		
South Dakota	x	x	x	x			x	x	x	x		
Tennessee		x	x	x								
Texas		x	x	x								
Utah		x	x	x								
Vermont		x	x	x								
Virginia		x	x	x					x[1]	x[1]		
Washington	x	x	x	x				x	x	x		
West Virginia		x[18]	x	x				x[18]	x	x		
Wisconsin	x	x	x	x			–[19]					
Wyoming		x	x	x								

TABLE 7 FOOTNOTES

[1] If accreditation is desired; or in Connecticut, if the school wishes state aid based on the number of teachers of nonreligious subjects.

[2] Children's Center Permit required.

[3] Noncertificated teachers who hold a master's or doctor's degree in an academic subject field may be employed in junior colleges for an aggregate total of three years without holding a credential, after which they must be regularly certificated.

[4] Applies to state institutions operating education programs.

[5] No longer under D.C. Board of Education-Higher Education.

[6] A certificate is available.

[7] Refers now to preschool through grade 6.

[8] In parochial schools.

[9] Certificates are issued upon request to nonpublic school teachers who meet requirements.

[10] Only in junior colleges operated by a local school committee; at present there are only two.

[11] In private schools only.

[12] Refers to kindergarten through elementary.

[13] Rules of the Department of Health in New York City require that professional staff of a private nursery school hold state teaching certificates. State voluntary registration of private nursery schools requires the staff to be certificated.

[14] Only if teaching in the campus school.

[15] A new law allocates public funds for nonpublic school teachers, who must be certificated within five years. Certificates now are issued upon request to teachers who meet requirements.

[16] Puerto Rico did not report for 1970. Requirements shown are carried over from the 1967 Edition.

[17] Nonpubic elementary teachers who apply for salary supplements authorized by the 1969 legislature must be certificated.

[18] An approved kindergarten must employ teachers who hold professional elementary teaching certificates.

[19] Rules of the Department of Public Welfare require the principal teacher in a private or parochial nursery school to have a license attesting to the meeting of state qualifications.

TABLE 8. – GENERAL REQUIREMENTS FOR TEACHING CERTIFICATES

State	U.S. Citizenship	Oath of Allegiance or Loyalty	Must Secure Employment	Recommendation (College or Employing Officer)	Minimum Age Required	Fee Required for Certificate	General Health Certificate Required	Chest X-ray Required	Special Course Required
1	2	3	4	5	6	7	8	9	10
Alabama	No	No	No	Yes	17	$ 2.00	No	Yes	No
Alaska	Yes	No	No	No	18	5.00	No	No	No
Arizona	Yes	Yes	No	Yes [1]	18	8.00	No	Yes	Yes [2]
Arkansas	No	No	No	Yes	18	None	Yes	Yes	No
California	Yes [3]	Yes	No	No	18	$20.00	Yes	No	Yes [4]
Colorado	No	Yes	No [5]	Yes	None	5.00	No	No	No
Connecticut	Yes	No	No	Yes	18	None	No	No	Yes [6]
Delaware	No	Yes [7]	Yes [8]	Yes	None	None	Yes	Yes [9]	No
District of Col.	Yes	Yes	No	Yes	None	None	Yes	Yes	No
Florida	Yes	Yes	No	Yes	20 [10]	$10.00	Yes	No	No
Georgia	No	No	No [11]	Yes	None	None	No	No	No
Hawaii	No	No	No	No	None	None	No	No	No
Idaho	Yes [12]	No	No	Yes	18	$10.00	No	No	No
Illinois	Yes	Yes [13]	No	No [14]	19	13.00 [15]	No	No	Yes [16]
Indiana	No	Yes	No	Yes	None	5.00	Yes	No	No
Iowa	No	No	No	Yes	18	2.00	No	No	Yes [17]
Kansas	No	Yes	No	Yes	None	5.00	No	No	No
Kentucky	No	No	No	Yes	18	None	No [18]	No [18]	No
Louisiana	No	No	No	Yes	None	None	No	No	Yes [19]
Maine	No	No	Yes [20]	Yes	17	None	No	Yes [21]	No
Maryland	Yes	No	Yes	Yes [22]	18	None	No	No	No
Massachusetts	Yes [23]	No	No	No	None	None	Yes	No	No
Michigan	Yes [24]	Yes	No	Yes	18	None [25]	No	No	No
Minnesota	No	No	No	Yes	None	$ 5.00	Yes	No	No
Mississippi	Yes	Yes	No	Yes	18	None	Yes	No	No
Missouri	No	No	Yes [26]	Yes	None	None	Yes	No	No
Montana	Yes [27]	Yes	No	Yes	18	$ 2.00 [28]	Yes	Yes [29]	No
Nebraska	Yes [30]	Yes	No	Yes	None	8.00	No	No	No
Nevada	Yes [31]	Yes	No	Yes	18	3.00	Yes	Yes	Yes [32]
New Hampshire	No	Yes	Yes	Yes	None	None	No	No	No
New Jersey	Yes	Yes	No	No	18	$ 5.00	No	No	No
New Mexico	Yes	No	No	Yes	18	1.00	Yes	Yes	No
New York	No [33]	No [34]	No	No	18	5.00	No	No	No
North Carolina	No	No	No	Yes	18	None	No	No [35]	No
North Dakota	Yes [36]	Yes	No	Yes	18	$3.–$5.	No	No	No
Ohio	No	No	No	Yes	None	$ 2.00	No	No	No
Oklahoma	Yes [37]	No	Yes [38]	Yes	None	1.00	Yes	No	Yes [39]
Oregon	Yes	No	No	Yes	18	5.00	No	No	No
Pennsylvania	Yes [40]	No	No	Yes	18	None	Yes	No	No
Puerto Rico [41]	Yes	Yes	Yes	No	18	None	Yes	Yes	No
Rhode Island	Yes [42]	No	No	Yes	19	None	Yes	No	No
South Carolina	Yes	No	No	Yes	18	None	Yes	Yes	No
South Dakota	Yes	Yes	No	Yes	18	$5.–$10.	No	No	No
Tennessee	No	No	No	Yes	18	$ 2.00	No	No	No
Texas	Yes	Yes	No	Yes	18	$2.–$3.	No	Yes	Yes [43]
Utah	No	No	No	Yes	None	None	No	No	No
Vermont	No	Yes	Yes [44]	Yes	19	None	No	No	No
Virginia	Yes	No	Yes [45]	Yes	18	None	No	No	No
Washington	Yes [46]	No	No [47]	Yes	18	$ 1.00	Yes	Yes	Yes [48]
West Virginia	Yes	No	No	Yes	18	None	No	No	No
Wisconsin	No	No	No	Yes	None	$ 5.00	Yes [49]	Yes [49]	Yes [50]
Wyoming	Yes [51]	No	Yes	Yes	None	None	Yes	No	Yes [52]

TABLE 8 FOOTNOTES

[1] Out-of-state applicants.

[2] Arizona and U.S. Constitutions.

[3] Filing for declaration of intention will qualify for citizenship.

[4] If the requirement was not met at the time of initial certification, a course or examination in the U.S. Constitution is required for renewal of the standard elementary, secondary, and junior college credentials.

[5] Except for vocational and some special service certificates.

[6] U.S. history (or acceptable equivalent).

[7] For state employment, not certification.

[8] Except for graduates of Delaware colleges.

[9] Not prerequisite but required by law sometime during the first year and each year of employment.

[10] Or bachelor's degree from an accredited institution.

[11] Evidence of employment is required for issuance of the temporary four-year certificate based on the bachelor's degree, unless the applicant has been certificated previously in Georgia.

[12] Or first papers.

[13] An oath is required before teaching is begun but not before issuance of the certificate.

[14] The administrative certificate is issued only to graduates of approved programs and requires recommendation of the institution.

[15] Total fee includes $10 for evaluation of credentials and entitlement: $3 for issuance and registration.

[16] American history and/or government.

[17] American history or government.

[18] Must be filed with employing board of education, not the State Department.

[19] American history, biological and physical science; Louisiana history for elementary teachers only.

[20] Required only of out-of-state, initial applicants who apply under reciprocity.

[21] Not required for certification, but the law requires a chest x-ray every two years; responsibility of employing superintendent.

[22] Recommendation of employing officer.

[23] A noncitizen may obtain a temporary certificate, valid six years, to teach his native language provided he meets all other certification requirements and presents a certified copy of his declaration of intention to become a citizen and a school committee requests it.

[24] For permanent or continuing certification only.

[25] Out-of-state applicants are charged a fee of $3 for investigation of credentials.

[26] Out-of-state applicants.

[27] Provisional certification may be granted to a noncitizen if requested by the employing district.

[28] A registration fee of $2 is charged for initial certification and $2 for each year of validity.

[29] Can use Mantoux test.

[30] Provisional certificates may be issued to exchange students or other qualified aliens if there is a demonstrated need for their services.

[31] Or have filed declaration of intention.

[32] Nevada school law and Constitution and U.S. Constitution (by credit or examination).

[33] A provisional certificate may be issued to a noncitizen provided all other requirements for the certificate are met. For permanent certification, the applicant must be a U.S. citizen or have filed a declaration of intention and meet all other requirements for the permanent certificate.

[34] Required of aliens eligible for a teaching permit.

[35] Required for employment but not for certificate.

[36] Or declaration of intention.

[37] Or first papers.

[38] For temporary certificate only.

[39] Oklahoma history (credit or examination) and 6 s.h. of American history and government.

[40] May be waived for exchange and foreign language teachers. Others who sign a statement of intention to become a U.S. citizen may be eligible.

[41] No report for 1970. Information here is carried over from the 1967 Edition.

[42] May be waived when a noncitizen applicant has not been a resident for the period required to apply for citizenship provided employment is not contrary to law; waiver may not be extended beyond the normal period required to obtain citizenship.

[43] Texas and federal governments; one year to complete (may be satisfied by examination).

[44] Required of nonresidents.

[45] Graduates of Virginia institutions may receive certificates without employment.

[46] Or declaration of intention.

[47] Required of nonresidents.

[48] Washington state history and government or Pacific Northwest history and government are required of social studies majors and teachers recommended for all elementary grades or for intermediate grades.

[49] Health certificate must be filed with the employing board of education, not with the State Department.

[50] Cooperatives required of teachers of economics, social studies, and agriculture; conservation required of teachers of science and social studies.

[51] Or first papers.

[52] U.S. and Wyoming Constitutions (may be satisfied by credit or examination).

TABLE 9. – ALLOCATION OF CERTIFICATION AUTHORITY, WITH LIMITATIONS, AND APPROVAL OF INSTITUTIONS FOR TEACHER EDUCATION

State	Certification Authority Vested in:			Limitations of Authority Specified by Law	Approval Authority for Teacher Education Programs Vested in State Board
	Legislature	State Board	State Board and Other Agencies		
1	2	3	4	5	6
Alabama		x		Age	Yes
Alaska		x		Age; citizenship	No
Arizona		x		Age; citizenship; U.S. and Arizona Constitutions; chest x-ray; oath	Yes
Arkansas		x		Age; health certificate; x-ray	Yes
California	x[1]	x[1]	x[2]	Age; citizenship; degree; oath; evidence of identification and good moral character	Yes
Colorado	x[3]	x[3]		None	Yes
Connecticut		x		None	Yes
Delaware		x[4]	x[4]	Oath; also see Footnote No. 5	Yes
District of Col.		x		Age; citizenship	No
Florida		x		Age; citizenship; health certificate; character certificate; recommendation by graduating institution; oath	Yes
Georgia		x		None	Yes[7]
Hawaii		x		Hold to ideals of democracy; knowledge of American history and institutions; ability to read, write, speak English	Yes
Idaho		x		Age; citizenship; graduation from 4-year high school or equivalent course	Yes
Illinois	x	x[8]	x[9]	Age; citizenship; pass course in U.S. history or government; good health; good character; general educational qualifications	Yes
Indiana	x	x		Pay taxes; pass physical examination; oath	Yes
Iowa		x		Age; physically competent and morally fit	Yes
Kansas		x	_[10]	See Footnote No. 11	Yes
Kentucky		x[12]	_[12]	Age; good moral character	Yes[13]
Louisiana		x		None	Yes
Maine		x[14]		Age; evidence of good moral character	Yes
Maryland		x	_[15]	Citizenship	Yes[16]
Massachusetts		x	x[16a]	Citizenship; good health; sound moral character; bachelor's degree or graduation from approved normal school; also see Footnote No. 17	Yes
Michigan		x		Age	Yes
Minnesota		x		None	Yes
Mississippi		x		None	Yes
Missouri		x[18]	x[18]	General health certificate	Yes
Montana		x		Age; citizenship;[19] oath; health certificate	Yes
Nebraska	x	x		Maximum required for initial certificate	Yes
Nevada		x		Age; citizenship; oath; U.S. and Nevada Constitutions; Nevada school law	Yes
New Hampshire		x		None	Yes
New Jersey		x		Age; citizenship; examination in physiology and hygiene; oath	Yes
New Mexico		x		Age; citizenship; health certificate	Yes
New York		x	x[20]	Age	Yes
North Carolina		x		Age	Yes
North Dakota	x		x[21]	Age; citizenship; oath	No
Ohio		x		None	Yes
Oklahoma		x	_[21a]	Graduation from approved 4-year institution	Yes
Oregon		x		Age; citizenship; academically, physically, and morally fit	Yes
Pennsylvania		x	_[22]	Minimum degree required; age; citizenship;[23] good moral character; mental and physical health; no use of narcotic drugs or intoxicating beverage; no major physical disability	No
Puerto Rico[23a]	x			Age; citizenship; physically able to practice; also see Footnote No. 24	No
Rhode Island		x		None	Yes
South Carolina		x		None	Yes
South Dakota		x		Age; citizenship; oath	Yes[25]
Tennessee		x		Age	Yes
Texas		x		Age; citizenship; oath; Texas and U.S. Constitutions; moral character certified; ability to speak and understand English	Yes
Utah		x		None	Yes
Vermont		x		Age	Yes
Virginia		x		Age; citizenship; degree; physical and moral fitness	Yes
Washington		x		Age; citizenship; health certificate; Washington State history and government[26]	Yes
West Virginia		x		Age; citizenship; mental, moral, emotional fitness; college graduation	Yes
Wisconsin		x[27]		None	Yes[28]
Wyoming		x		Wyoming and U.S. Constitutions	Yes

TABLE 9 FOOTNOTES

[1] General requirements for credentials were defined by legislative enactment.

[2] County boards may issue student-teaching and 120-day interim certificates; Governing Board of Community Colleges formulates standards for public junior college certification.

[3] Authority is usually delegated to the Colorado State Board of Education, except for statutory provision.

[4] The City of Wilmington, which issues its own certificates.

[5] The professional status certificate was established by law.

[6] Upper age, 50.

[7] The Georgia State Board of Education provides for the establishment of standards and courses of study for the education of teachers, the approval of institutions offering satisfactory planned programs, and the certification of the graduates.

[8] Refers to the Illinois State Teacher Certification Board, which is appointed by the State Superintendent of Public Instruction. (County superintendents must sign all certificates before issuance is complete.)

[9] The Chicago Board of Education certifies its public school teachers.

[10] The Board approves on recommendation of the state superintendent.

[11] Must grant a certificate to B.S.E. graduates of the three state colleges.

[12] State Board, upon recommendation of the Kentucky Council on Public Higher Education, which is the legal agency.

[13] The function is performed by the Division of Teacher Education and Certification.

[14] Statutes vest certification authority in the Commissioner of Education; in practice, the Maine State Board approves regulations upon recommendation of the Commissioner.

[15] Baltimore City is excepted by law from state certification and certain other state requirements. State regulations apply to all other areas of Maryland.

[16] The Maryland State Board of Education approves institutions for teacher education. The Board acts on the recommendation of the State Superintendent, who in turn secures information through the Division of Certification and Accreditation of the State Department of Education.

[16a] Massachusetts statutes authorize appropriate bureaus to approve vocational and citizenship teachers and teachers of the blind and emotionally disturbed.

[17] Requirements as to semester hours, etc., may not become effective until three years after their promulgation by the Board of Education.

[18] The Missouri State Board of Education has broad powers. Also, seven state colleges, Lincoln University, and the University of Missouri grant their own teaching (life) certificates to their B.S.E. graduates. County superintendents are authorized to issue third-grade (one-year) certificates by examination.

[19] A Montana provisional certificate may be granted to a noncitizen if requested by the employing district.

[20] Buffalo and New York City are empowered to issue certificates to their teachers, based on minimum standards established by the Commissioner of Education.

[21] Diplomas of graduates in education from state colleges are accredited as certificates.

[21a] The new Professional Standards Board will serve in an advisory capacity.

[22] Emergency certificates are issued by the county or district superintendent's office for a limited time; otherwise, authority is not shared. Interim college certificates are requested by the county and district superintendents.

[23] Citizenship requirement may be waived for exchange and foreign language teachers and those who file a declaration of intention to become a citizen.

[23a] Puerto Rico did not report for 1970. Information here is carried over from the 1967 Edition.

[24] Law establishes minimum academic requirements for all certificates.

[25] The University of South Dakota performs this function for junior colleges.

[26] Teachers recommended for all elementary grades (except one subject throughout) and for intermediate grades; all teachers of social science subjects, elementary and secondary.

[27] Wisconsin has no state board; authority is placed with the state superintendent.

[28] Authority is delegated to the state superintendent.

CERTIFICATION REQUIREMENTS FOR TEACHERS, SUPERVISORS, ADMINISTRATORS, AND SPECIAL SCHOOL SERVICE PERSONNEL

The materials in this chapter are arranged by states and territories in alphabetic order. In each case the general requirements which apply to all certificates are given first; they are not repeated for each certificate which follows. To conserve space it has been necessary to omit minor details relating to certificate renewal and conversion and to present the requirements of some of the specialized certificates and those with substandard requirements in outline form. Detailed requirements for these may be had by writing to the director of certification or other administrative unit, whose name and address is given for each state.

Certain requirements and practices were found to be so common that it seemed uneconomical of space to repeat them. The following are of this type:

1. Most states set forth their course requirements in semester hours (s.h.) of credit. A few states use quarter hours (q.h.). Where the word "hours" is used alone in this *Manual,* it means semester hours.

2. All states require that credits and degrees presented as a basis for certification be from institutions approved by some official accrediting body. Each state sets its own standards regarding the institutions whose credits and degrees it will honor.

3. Where credit hours or experience are set forth as conditions for certificates or renewals, there is an implied responsibility for the applicant to validate the credit or experience by transcript, signed statement, or other appropriate means.

4. Practically all states expect applicants to use official state forms in applying for a certificate. It would be wise to write the state director of certification for the official application form.

5. Several states specify that fees for granting certificates must be paid by money order or cashier's check. Applicants should remit by one of these two means.

6. All requirements were in effect January 1, 1970, unless otherwise specified.

7. Statements in this chapter concerning accreditation of institutions refer to state (state department of education or comparable agency), regional (one of the six regional accrediting associations), or national (National Council for Accreditation of Teacher Education).

Alabama

State Certification Officer. W. Morrison McCall, Director of Teacher Education and Certification, State Department of Education, Montgomery, Alabama 36104.

General Requirements. Minimum age, 17. Fee, $2 for all certificates and renewals. Class B certificates are issued for a term of eight years and are renewable on 8 hours of graduate or undergraduate credit or four years of use of the certificate. Class A certificates are issued for ten years and are renewable on 8 graduate hours or five years of use. Class AA certificates are issued for twelve years and are renewable on 8 graduate hours or six years of use. Certificates are required of administrators, supervisors, special school service personnel, and teachers in public or private elementary and secondary schools. They must be recorded in the office of the county or city superintendent of schools.

Credentials To Accompany Application. Statement of age, transcript on official state forms, recommendation of preparing institution or last employer, and social security number.

Certificates and Requirements

Administrators

1. CLASS A SUPERINTENDENT-PRINCIPAL PROFESSIONAL. Requirements: Eligibility for a Class B Professional certificate; completion of an NCATE-approved program for administrators, *or* a master's degree with 18 hours of resident graduate credit in such areas as foundations of education, school organization and administration, curriculum development, supervision, and school finance; three years of teaching or administrative experience during the five years preceding application.

2. CLASS AA SUPERINTENDENT-PRINCIPAL PROFESSIONAL. Requirements: Eligibility for Class B or Class A Professional certificate; completion of a two-year NCATE-approved graduate program, *or* a master's degree plus 30 hours in advanced study in curriculum development, school law, public finance, school plant, research, personnel administration, and school administration.

3. CLASS A SUPERVISOR PROFESSIONAL. Issued with endorsement for supervision of instruction or attendance in elementary and/or high school. Requirements: Eligibility for certificate 5 or 8; master's degree; 8 graduate hours in supervision, or for attendance supervisor, 8 in social work, school attendance, and related subjects; three years of experience as a teacher, supervisor, or administrator during the five years preceding application.

4. CLASS AA SUPERVISOR PROFESSIONAL. Requirements: Eligibility for certificate 3; completion of an appropriate sixth-year graduate program.

Teachers: Elementary and Secondary

5. CLASS B ELEMENTARY PROFESSIONAL.[1] Valid for teaching grades 1-6. Requirements: Bachelor's degree from an in-state or NCATE-approved program, *or* bachelor's degree including general education, 59 (English, literature, and speech, 14; social science, 18, with 3 in each of three areas chosen from history, economics, political science, sociology, cultural anthropology, and geography; science, 12, with a full-year course in either biological or physical science and credit in the other; mathematics, 3; psychology, 3; art, 3; music, 3; health and physical education, 3); professional education, 27 (including human growth, development, and learning, 3; principles, philosophy, and foundations, 3; materials and methods, 6; student teaching, 6).

6. CLASS A ELEMENTARY PROFESSIONAL.[1] Requirements: Eligibility for certificate 5; master's degree in elementary education.

7. CLASS AA ELEMENTARY PROFESSIONAL.[1] Requirements: Eligibility for certificate 6; completion of a sixth-year program.

8. CLASS B SECONDARY PROFESSIONAL. Valid for teaching grades 7-12. Requirements: Bachelor's degree from an in-state or NCATE-approved program, *or* bachelor's degree including general education, 44 (English, literature, and speech, 14; social science, 12, with 3 in each of two areas chosen from history, economics, political science, sociology, cultural anthropology, or geography; science, 12, with a full-year course in either biological or physical science and credit in the other; mathematics, 3; psychology, 3); professional education, 21 (including human growth, development, and learning, 3; principles, philosophy, and foundations, 3; materials and methods in major or minor, 3; student teaching in major or minor, 6); specialization, 24-30 in the major (except agriculture, 50; home economics, 42 if minor is in home economics, 45 if not; distributive education, 33 and one year of work experience; trades and industries, 24 and three years of work experience) and 18 in the minor.

9. CLASS A SECONDARY PROFESSIONAL. Requirements: Eligibility for certificate 8; master's degree, including 6 hours each in the teaching field and secondary education.

10. CLASS AA SECONDARY PROFESSIONAL. Requirements: Eligibility for certificate 9; completion of a sixth-year program.

11. CLASS B ELEMENTARY-SECONDARY PROFESSIONAL. Valid for teachers of art, industrial arts, health and physical education, music, or speech, and for persons performing special services such as librarian, speech therapist, speech correctionist, guidance counselor, or recreation director, grades 1-12. Requirements: Bachelor's degree from an in-state or NCATE-approved program, *or* bachelor's degree including general education, 44 (same as certificate 8); professional education,

[1] May be endorsed for nursery school or kindergarten, or both, with appropriate credit.

21 (human growth, development, and learning, 3; principles, philosophy, and foundations, 3; materials and methods, 4; student teaching, 6; electives, 5); specialization, 24-30 in the major and an academic minor of 18.

12. CLASS A ELEMENTARY-SECONDARY PROFESSIONAL. Requirements: Eligibility for certificate 11; master's degree, including 6 hours each in the special field and professional education.

13. CLASS AA ELEMENTARY-SECONDARY PROFESSIONAL. Requirements: Eligibility for certificate 12; completion of an appropriate sixth-year program.

Special School Service Personnel

14. CLASS A COUNSELING AND GUIDANCE PROFESSIONAL. Requirements: Eligibility for Class B Professional certificate; two years of successful teaching experience; master's degree in approved curriculum, including at least 18 hours in philosophy, organization, and administrative relationships of guidance services, appraising, assessing, and understanding the individual, individual counseling, educational and occupational information, and group guidance procedures.

15. CLASS AA COUNSELING AND GUIDANCE PROFESSIONAL. Requirements: Eligibility for certificate 14; completion of a sixth-year program, including supervised practice.

16. CLASS A SCHOOL PSYCHOLOGIST PROFESSIONAL. Requirements: Master's degree; eligibility for a Class B Professional certificate; two years of successful teaching experience; 27 hours in such areas as human growth and development, personality assessment, group dynamics, and social psychology, testing and counseling practicums, group testing, individual testing, statistics and research methods, special techniques in counseling, guidance, and psychotherapy, and proficiency in administration and interpretation of intelligence tests.

17. CLASS AA SCHOOL PSYCHOLOGIST. Requirements: Eligibility for certificate 16; completion of a sixth-year program in clinical or school psychology, including practicums.

18. CLASS B SPECIAL EDUCATION PROFESSIONAL. Requirements: Eligibility for Class B Professional teaching certificate; a survey course in education of exceptional children, 3; area of endorsement as follows:

a. MENTAL RETARDATION. Nature, needs, and psychological tests for mentally retarded, 3; materials, methods, and curriculum, 3; electives, 6 (including 3 each in two areas chosen from arts and crafts for atypical children, adapted physical education, multiple deviations, language development, and student teaching).

b. PHYSICAL DISABILITY. Medical aspects of crippling and special health conditions, 3.

c. MULTIPLE DISABILITIES (including cerebral palsy). Same as *a* and *b* combined, except one elective, 3.

d. PARTIALLY SEEING. Educational procedures for partially seeing children, 3; anatomy, physiology, and hygiene of the eye, 1-3; student teaching, 3.

e. BLIND. Nature and needs of blind children, 3; educational procedures for the blind, 3; Braille, 4; anatomy, physiology, and hygiene of the eye, 3; student teaching, 3.

f. BLIND AND PARTIALLY SEEING. Same as *d* and *e* combined.

g. SPEECH THERAPY. Phonetics, language development, foundations of speech and hearing disorders, including anatomy and physiology, 6; pathologies in oral communication and educational procedures, 12; audiometry and hearing rehabilitation, 6; clinical practice under a supervisor certified by the American Speech and Hearing Association, 200 clock hours.

h. DEAF AND SEVERE HEARING DISABILITIES. Three s.h. each in education and psychology for the deaf, speech reading, audiology, anatomy and physiology of hearing and speech, auditory training, speech development for hearing handicapped, teaching language to hearing handicapped, teaching reading to hearing handicapped, speech pathology or correction, student teaching, and electives.

19. CLASS A SPECIAL EDUCATION. Requirements: Eligibility for certificate 18; master's degree in special education or endorsement area, including an internship, 3, and specified courses.

20. CLASS AA SPECIAL EDUCATION. Requirements: Eligibility for certificate 19; approved sixth-year program.

Other Certificates Issued

21. TYPE III DAY TRADE CERTIFICATE. Valid for four years for day trade or itinerant instructors in state trade schools or high school trades and industries programs; renewable on experience. Requirements: High school graduation and seven years of experience in the occupation taught, *or* graduation from an approved trade school or high school trade program and three years of experience. Proof of experience must be submitted on the State Vocational Education Qualification Form to the director of the Vocational Education Division. Type II certificate issued on 12 s.h. in trades and industrial education, Type I on an additional 30 s.h. in general and professional education.

22. NONPROFESSIONAL CERTIFICATE WITH ENDORSEMENT IN TRADES AND INDUSTRIES. Valid for one year. Requirements: Bachelor's degree and three years of appropriate work experience. Renewable on additional credit and convertible on completion of required credit to Class B Secondary Professional certificate with a major in trades and industries.

Alaska

State Certification Officer. Norma S. Bowkett, Supervisor of Certification, State Department of Education, Juneau, Alaska 99801.

General Requirements. Minimum age, 18. Initial fee, $5; each renewal, $5. Certificates are required of administrators, supervisors, and teachers in public schools, kindergarten through high school, and in accredited private and parochial schools. All certificates must be recorded in the office of the Commissioner. Initial certificates are issued for five years unless otherwise specified and are renewable on payment of the fee and recommendation of the previous administrator.

Credentials To Accompany Application. Transcript, evidence of employment, notarized experience record, fee.

CERTIFICATES AND REQUIREMENTS

Administrators

1. ADMINISTRATIVE. Valid for superintendents or high school principals in incorporated districts or superintendents in rural systems with five or more teachers. Requirements: Six years of successful experience as a regularly certified teacher or three years as a high school principal or as superintendent; master's degree; 30 hours in education, including courses in school administration, supervision of instruction, school finance, curriculum construction, educational measurements, and guidance.

2. PRINCIPAL. Valid for principals in incorporated districts or rural schools with three or more teachers. Requirements: Three years of successful experience as a regularly certified teacher; master's degree; 30 hours in education, including courses in school supervision, curriculum construction, educational measurements, and guidance.

Teachers: Elementary and Secondary

3. ELEMENTARY. Valid for teachers of grades K-8. Requirements: Bachelor's degree; professional education, 24, including a course in elementary student teaching and 8 s.h. in methods. Two years of full-time elementary teaching may be substituted for student teaching. The last 6 hours presented for certification purposes must have been earned within six years preceding application. A teacher who holds a bachelor's degree but lacks specific courses for a regular certificate may be issued a provisional certificate for one year, renewable for one year. If after two years the deficiencies are not completed, an emergency certificate may be issued on a year-to-year basis, but the teacher may not progress on the salary scale.

4. SECONDARY. Valid for teachers of grades 7-12. Requirements: Bachelor's or higher degree; professional education, 18, including a course in secondary student teaching and 3 hours in methods. Two years of full-time secondary teaching may be substituted for student teaching. The last 6 hours presented for certification purposes must

have been earned within six years preceding application. Provisional certification as in certificate 3. The minimum qualifications for secondary certification are as required of high school teachers by the Northwest Association.

Other Certificates Issued

School nurse, professional, provisional, special education, emergency, vocational guidance counselor.

Arizona

State Certification Officer. John A. Freestone, Director of Certification, State Department of Public Instruction, Capitol Building, Phoenix, Arizona 85007.

General Requirements. Minimum age, 18. Initial fee, $8; renewal, $3. Certificates are required of administrators, supervisors of nonspecial instruction, and teachers in public schools, kindergarten through junior college. Certificates must be recorded in the office of the county superintendent. Standard certificates are issued for six years unless otherwise specified and are renewable for six years on 5 hours of approved upper-division or graduate study or on continuous teaching.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates of NCATE or regionally accredited institutions are accepted if they substantially meet the requirements after the transcript of credits is evaluated. Evidence of U.S. citizenship and oath of allegiance are also required.

Certificates and Requirements

Administrators

A general administrative certificate is required of any administrator responsible directly to a school board.

1. SUPERINTENDENT. Requirements: Hold certificate 5 or 7; three years of public school experience; completion of a program for the superintendency, including 30 hours beyond the master's degree level and appropriate preparation in advanced school administration.

2. SECONDARY SCHOOL PRINCIPAL. Requirements: Certificate 7; three years of teaching experience; master's degree, plus 24 graduate hours in school administration, supervision, curriculum, school finance, and school law.

3. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Certificate 5; three years of teaching experience; master's degree, plus 24 graduate hours in school administration, supervision, curriculum, school finance, and school law.

Teachers: Elementary and Secondary

4. ELEMENTARY-TEMPORARY. Requirements: Bachelor's degree, including general education, 40 (communication, behavioral sciences, science and mathematics, humanities); academic major, 30, or academic minor, 18 and 12 in an additional field of specialization; professional education, 24 (psychological and philosophical foundations, curriculum and methods, student teaching in grades 1-8 or two years of experience); Arizona and U.S. Constitutions; electives.

5. ELEMENTARY-STANDARD. Requirements: Master's degree in an approved program or 30 graduate hours in an appropriate program developed by the institution's committee on teacher education.

6. SECONDARY-TEMPORARY. Requirements: Bachelor's degree, including general education, 40 (communication, behavioral sciences, science and mathematics, humanities); teaching major, 30; professional education, 22 (psychological and philosophical foundations, curriculum and methods of the special field, student teaching in grades 7-12 or two years of experience); Arizona and U.S. Constitutions; electives.

7. SECONDARY-STANDARD. Requirements: Master's degree in an approved program or 30 graduate hours in an appropriate program developed by the institution's committee on teacher education.

8. SECONDARY, VOCATIONAL SUBJECTS. Requirements: Bachelor's degree; professional education, 18. Field of concentration—agriculture, 60; home economics, 40; business and distributive education and trade and industrial education, see Arizona State Plan for Vocational Education.

9. SPECIAL ENDORSEMENT IN MUSIC. Requirements: Bachelor's degree; 40 hours in the major, with methods courses on elementary and secondary levels.

10. SPECIAL ENDORSEMENT IN ART. Requirements: Same as for certificate 10.

11. SPECIAL CERTIFICATE IN HOME ECONOMICS. Requirements: Bachelor's degree; professional education, 18, including 6 in student teaching in home economics; home economics, 30 (including family, child guidance, home management, food and nutrition, clothing and textiles).

Special School Service Personnel

12. COUNSELOR-GUIDANCE. Requirements: Certificate 5 or 7; three years of teaching or two years of approved clinical or work experience; master's degree in an approved program, including 30 hours in guidance and counseling courses.

13. SPECIALIZED SERVICE (special education, speech and hearing clinician, school psychologist).

a. SPECIAL EDUCATION. Requirements: For *temporary* certificate, bachelor's degree, including 18 hours in special education. For *standard* certificate, master's degree or 30 graduate hours in an appropriate area.

b. SPEECH AND HEARING CLINICIAN. Requirements: For *temporary* certificate, 30 hours in required speech courses. For *regular* certificate, 60 hours in required speech courses.

c. SCHOOL PSYCHOLOGIST. Requirements: For *psychometrist,* master's degree in school psychology with specified courses. For *assistant school psychologist,* master's degree, plus 50 graduate hours in school psychology with approved sequence of study. For *school psychologist,* 70 graduate hours in school psychology or a doctorate in psychology, education, or school psychology, with an approved sequence of study.

14. LIBRARIAN. Requirements: Certificate 4 or 5 if in elementary school; certificate 6 or 7 if in secondary school; 18 hours in library science, including courses in organization and administration of a library, cataloging and classification, reference materials for library, literature for children or adolescents. The basic certificate will be stamped to indicate qualification as a school librarian.

Other Certificates Issued

Provisional certificates, valid for one year, are issued for all the above certificates (except administrative). If all deficiencies are removed within one year, the certificate is extended for a five-year period.

Arkansas

State Certification Officer. Curtis R. Swaim, Associate Commissioner for Instructional Services, State Department of Education, Little Rock, Arkansas 72201.

General Requirements. Minimum age, 18; maximum age, 72. Certificates are required of professional employees of public schools and must be filed with the appropriate county supervisor. A health statement from a physician must be filed with the employing school superintendent.

Credentials To Accompany Application. Statement of age, recommendation (on application form) of the preparing institution or last employing school official, and official transcript (may be mailed direct by the institution).

CERTIFICATES AND REQUIREMENTS

Administrators

1. SUPERINTENDENT. Valid for six years for school officials whose duties are mainly administrative. Requirements: Eligibility for certificate 7 or 8; three years of experience as a supervisor or five years as a teacher; master's degree plus 30 hours, including 20 in administration. (Experi-

ence and preparation must have been earned in the five-year period preceding application.)

2. SECONDARY SCHOOL PRINCIPAL. Valid for six years. Requirements: Eligibility for a high school teaching certificate; three years of experience as a secondary teacher, supervisor, or administrator; master's degree, with 20 hours in administration and supervision of secondary education. (Experience and preparation must have been earned in the five-year period preceding application.)

3. ELEMENTARY SCHOOL PRINCIPAL. Valid for six years. Requirements: Eligibility for an elementary teaching certificate; three years of experience as an elementary teacher, supervisor, or administrator; master's degree, with 18 hours in administration and supervision of elementary education. (Experience and preparation must have been earned in the five-year period preceding application.)

Teachers: Elementary and Secondary

4. KINDERGARTEN. Requirements: Bachelor's degree in elementary education (child development, 3; early childhood curriculum, methods, and materials, 6; early childhood practicum, 6, including 3 in kindergarten).

5. ELEMENTARY, Valid for teachers of all subjects in grades 1-8 for six years. Requirements: Bachelor's degree, including general education, 48 (English, 12; natural sciences and/or mathematics, 11; social science, 12; physical education, health, and safety, 6; electives, not in major field, 7); professional education, 18 (including study of the school; the learning processes; teaching; and student teaching, 6); specialization, 24 (public school art, 3; public school music, 3; geography, 3; American history and government, 6; children's literature, 3; mathematics, 6).

6. HIGH SCHOOL. Valid for teachers of endorsed subjects in grades 7-12 for six years. Requirements: Bachelor's degree, including general and professional education as for certificate 5, except that prescribed areas must be in the secondary field and methods and student teaching must be in major or minor area. Specialization as follows:

a. GENERAL ACADEMIC SUBJECTS. Art, 24; commerce, 21; English, 24; foreign languages, 18; librarianship, 15; mathematics, 18; physical education, 21; public school music, 24; science, 24; social studies, 24; speech, 24.

b. VOCATIONAL SUBJECTS. Agriculture, 75; home economics, 72; industrial education, 48.

7. ELEMENTARY MASTER'S CERTIFICATE. Requirements: Qualification for certificate 5; master's degree, including professional education and psychology related to elementary education, 12, subject matter, 12, and electives, 6.

8. SECONDARY MASTER'S CERTIFICATE. Requirements: Qualification for certificate 6; master's degree, including professional education and psychology related to secondary education, 6, subject matter in teaching fields, 18, and electives, 6.

Special School Service Personnel

9. SPECIALIZED SERVICES (counselor, speech therapist, teacher of mentally retarded or physically handicapped).

a. COUNSELOR. Requirements: Master's degree in counseling; certificate 6; two years of teaching and one year of work experience; 15 hours of guidance (9 graduate), including principles and practices, analysis of the individual, occupational and educational information, counseling techniques, and administrative relationships in guidance.

b. SPEECH THERAPIST. Requirements: Bachelor's degree, including general education requirements for certificate 5 or 6; professional education, 18 (study of the school, the learning processes, and 200 clock hours of clinical practice); required speech courses, 18.

c. TEACHER OF MENTALLY RETARDED OR PHYSICALLY HANDICAPPED. Requirements: Certificate 5 or 6 and specialized professional courses, including education of exceptional children, 3; nature and needs of physically handicapped or mentally retarded, 3; methods for area, 3; speech and language development, 3; directed teaching in special education, 6; appropriate electives, 6.

California

State Certification Officers. Carl A. Larson, Chief, Bureau of Teacher Education and Certification; Blair E. Hurd, Assistant Chief; Eli Obradovich and Lawrence E. Gowin, Consultants in Teacher Education; Gerald Pangburn, C. Richard MacNair, and Dorothy Blackmore, Coordinators of Teacher Recruitment; Edward G. Price, Supervising Certification Analyst, State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

General Requirements. Minimum age, 18. Fee, $20; each renewal, $20. Certificates are required of administrators, supervisors, pupil personnel workers, school nurses, librarians, and teachers in all public schools, kindergarten through junior college, and must be recorded in the office of the county superintendent. Initial certificates are issued for two years unless otherwise specified and are renewable for varying periods upon completion of specific requirements.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested, or by direct application to the state verifying completion of requirements. Out-of-state graduates, under the approved-program approach, may also be certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program. Transcripts of record, evidence of U.S. citizenship or intention to become a citizen, health certificate, personal identification (fingerprint) cards, application form, and verification of school experience, as appropriate, are required.

Certificates and Requirements

Administrators

1. STANDARD ADMINISTRATION. Valid for the same period as the basic teaching certificate. Requirements: Hold certificate 3 or old-type kindergarten-primary, general elementary, junior high, general secondary, or junior college credential; seven years of college, including three postgraduate years; master's degree in an academic area (or acceptable doctor's degree which, if not academic, must include a 24-hour academic major at the graduate level); five years of teaching experience; advanced professional education, 24 (legal and financial aspects of education, school management, education and school administration in the community, staff development, personnel management, curriculum development, evaluation, research, and supervised field experience).

2. STANDARD SUPERVISION (health services; pupil personnel services; library services; trade, technical, and industrial; special education; elementary; secondary; junior college; special subjects; instructional aids; elementary principal; secondary principal; and junior college principal, president, or director). Valid for the same period as the basic teaching or service certificate. Requirements: Hold certificate 3, 4, or 5; five years of teaching or service experience; six years of college, including two postgraduate years (except for trade and technical), including professional education, 12 (administration of school systems, personnel administration, development and evaluation of instructional and service programs, and specific courses in the area of supervision); for principal, master's degree in an academic area (or other acceptable postgraduate degree in a non-academic subject and completion of an academic major, 12 hours of which must be at upper-division or graduate level).

Teachers: Elementary and Secondary

Under the approved-program approach for elementary and secondary certification, California will accept the number of semester hours for the major, minor, professional education, directed teaching, and general education as required by the preparing institution for the completion of its approved teacher education curriculum. However, professional education is not acceptable for a credential major or minor. Under the approved-program approach, the standard elementary and secondary credentials (3a and 3b) will not be granted unlimited validity until the holder has

completed three years of successful full-time teaching in California.

3. STANDARD TEACHING CREDENTIAL (elementary, secondary, junior college, librarianship, exceptional children).

a. SPECIALIZATION IN ELEMENTARY TEACHING. Requirements: Bachelor's degree for the initial certificate; a year of postgraduate work for the permanent certificate; either the major or minor must be academic. No minor is required when the major is in an academic subject commonly taught in the public schools. When the major is academic, the applicant may offer, in lieu of the minor, specialized preparation in librarianship, deaf or hard-of-hearing, mental retardation, orthopedically handicapped, speech and hearing handicapped, or visually handicapped.

b. SPECIALIZATION IN SECONDARY TEACHING. Requirements: Bachelor's degree for the initial certificate; a year of postgraduate work for the permanent certificate. No minor is required when the major is in an academic subject commonly taught in the public schools. Valid for grades 7-12 in a subject matter major or minor or in special education if such preparation has been met for the minor.

c. SPECIALIZATION IN JUNIOR COLLEGE TEACHING. Validity unlimited. Requirements: Master's or higher degree in a subject matter area commonly taught in the public schools, or in librarianship if used in lieu of the minor; subject matter minor, 20. No minor is required when the major is academic. The credential authorizes teaching the major and minor in grades 13 and 14 if the minor is in librarianship or special education. Teaching other minors requires district board resolution.

d. LIBRARIANSHIP. Requirements (may be substituted for the minor): Specialized courses, 24 (basic reference work and bibliography, selection of materials, technical services, classification and cataloging, school library organization and administration, literature appropriate for elementary and secondary students, and 90 clock hours of supervised field experience).

Under the approved-program approach, an applicant with a specialized area of preparation qualifies for an initial standard elementary or standard secondary credential if he has completed the institution's approved four-year curriculum for the preparation of teachers in the appropriate specialized area, when such completion is verified by the head of the school or department of teacher education or the applicant has completed an NCATE-approved program in the appropriate specialized area. Since an academic major is required, this may be incorporated as part of the fifth-year requirement for the permanent credential if the applicant has not already completed such a major.

e. TEACHER OF EXCEPTIONAL CHILDREN. Requirements (may be substituted for the minor): Specialized courses appropriate to the area (including student teaching) — deaf and severely hard-of-hearing, 30; mentally retarded, 22; orthopedically handicapped, 22; speech and hearing handicapped, 37; visually handicapped, 22.

Under the approved-program approach, an applicant with a specialized area of preparation qualifies for an initial standard elementary or standard secondary credential if he has completed the institution's approved four-year curriculum for the preparation of teachers in the appropriate specialized area, when such completion is verified by the head of the school or department of teacher education or the applicant has completed an NCATE-approved program in the appropriate specialized area. Since an academic major is required, this may be incorporated as part of the fifth-year requirement for the permanent credential if the applicant has not already completed such a major.

A separate group of "restricted credentials," valid for ten years, for teaching in areas of special education have been authorized by the legislature. These credentials do not require a major or minor and the authorizations are limited to teaching the specialized area of preparation at all grade levels.

4. STANDARD DESIGNATED SUBJECTS TEACHING CREDENTIAL (aviation flight instruction; aviation ground instruction; basic military drill; business education; modern foreign language; adult education; public safety and accident prevention, including driver education and training; vocational trade and technical teaching; persons of

outstanding eminence; Afro-American studies). Requirements range from an appropriate Federal Aviation Agency license and military recommendation through appropriate practical experience and college or university preparation and verification of eminence.

Special School Service Personnel

5. STANDARD DESIGNATED SERVICES CREDENTIAL (health and pupil personnel services). Validity unlimited.

a. SPECIALIZATION IN HEALTH (clinical psychologist, dental hygienist, dentist, nurse, oculist, optometrist, otologist, physician, podiatrist, psychiatrist). Requirements: Five years of college preparation with a bachelor's or higher degree and an appropriate valid license, certificate, or registration issued by the authorized California agency. There are additional specialized requirements for school nurses.

b. SPECIALIZATION IN PUPIL PERSONNEL SERVICES (child welfare and attendance; school psychometry; school psychology; counseling, including rehabilitation counseling; and social work). Requirements: Graduate course work, 60, with a master's or higher degree in social work, rehabilitation counseling, counseling, or psychology; *or* registration as a certified psychologist by the California Board of Medical Examiners and specifically required course work for each area.

Colorado

State Certification Officers. Otto G. Ruff, Director of Teacher Education and Certification; Eleanor L. Casebolt, Supervisor of Teacher Certification; State Department of Education, 414 State Office Building, Denver, Colorado 80203.

General Requirements. Fee, $5. Certificates are required of all teachers, principals, supervisors, and superintendents in the public schools; not required for public junior college instructors, instructors in adult education programs, or professional employees in nonaccredited private, parochial, and denominational schools. Certificates must be registered in the office of the employing school district at no charge. Renewals are dependent upon application, payment of fee, and 6 or more hours of appropriate credit earned during the preceding five-year period. Regionally or NCATE-accredited colleges and universities are deemed to be standard institutions of higher learning for purposes of certification in Colorado.

Credentials To Accompany Application. Application form, which includes personal data, experience reference (if applicable), and institutional recommendation sections; official transcript sufficiently clear for microfilming, with degree notation; fee.

Certificates and Requirements

Administrators

1. SCHOOL ADMINISTRATOR CERTIFICATE, TYPE D. Endorsed for superintendents and secondary and elementary school principals, later for other specialties in administration. Valid for ten years. Requirements: Graduate degree with specialization in school administration, with a major in the field of requested endorsement; institutional recommendation; three or more years of certificated experience in established elementary and/or secondary schools. A sixth year of preparation is required for superintendents.

Teachers: Elementary and Secondary

2. TEACHER CERTIFICATE, TYPE A. Endorsed for grade level or teaching field or other educational specialization. Valid for five years. Requirements: Bachelor's or higher degree in an approved program, including student teaching or equivalent; institutional recommendation. The certificate may be issued under another plan to degree holders with five or more years of teaching experience in established elementary and/or secondary schools who achieve a satisfactory score on the NTE or other examination selected by the State Board of Education.

3. PROFESSIONAL TEACHER CERTIFICATE, TYPE B. Endorsed as in certificate 2. Valid for ten years. Requirements: Satisfactory completion of three or more years of service in established elementary and/or secondary schools under a Type A

or equivalent certificate; satisfactory completion of a planned, sequential fifth-year program with a teaching objective, ordinarily qualifying for a master's degree; institutional recommendation.

4. VOCATIONAL TEACHER CERTIFICATE, TYPE C. Endorsed for secondary trade or vocational areas or subjects, such as auto and diesel mechanics; radio, television, and electronics; subjects in the building trades; subjects identified with industry. Valid for five years. Requirements: Five or more years of experience in a trade or vocational or industrial field; statement of employment or intention to employ from a school district.

Special School Service Personnel

5. SPECIAL SERVICES CERTIFICATE, TYPE E. Endorsed for nurse, social worker, speech correctionist, psychologist, or librarian. Valid for five years. Requirements: Completion of a program of preparation with a major in the special service area; orientation to performance of the service in schools; institutional recommendation. A statement of employment or intention to employ from a school district may be required.

NOTE: Completion of such specialties as guidance and counseling, various special education fields, speech correction, school psychology, school librarianship, and others will usually and preferably be endorsed as additional specializations on certificates of Type A or B. Endorsement will be added without charge upon completion of prescribed courses and recommendation of the preparing college or university.

Connecticut

State Certification Officer. Peter L. LoPresti, Chief, Bureau of Teacher Preparation and Certification, State Department of Education, Box 2219, Hartford, Connecticut 06115.

General Requirements. Minimum age, 18. No fee. Certificates are required of all professional personnel in the public schools, nursery school and kindergarten through grade 12; not required of nonpublic school personnel unless state aid is desired, based on number of teachers of nonreligious subjects. All certificates are issued by the State Department of Education through the certification office, where all certificates are recorded. Initial (provisional) certificates are issued for five years and are renewable for five years on experience. The holder must qualify for a standard certificate within ten years.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of regional, state, or national accreditation or other evidence of quality of preparation by the preparing college, whose recommendation is required based on completion of an appropriate program. Official transcript, application form, and evidence of successful experience, where appropriate, are also required. Application includes an affidavit of citizenship.

CERTIFICATES AND REQUIREMENTS

Administrators

1. SUPERINTENDENT (valid also for all other administrative and supervisory positions). Requirements: Eligibility to hold certificate 3, 4, 5, 6, or 7; eight years of experience, including five in public schools and three in a position requiring certificate 2; 30 hours in addition to the master's degree, 15 of which must be at an approved recommending institution and the balance with its approval as a planned program, including historical, philosophical, and sociological foundations of education, psychological foundations, curriculum development, administration and supervision of school systems, and a core of related study in economics, sociology, political science, and the humanities. The total six-year preparation must include 100 hours in general education. For the *standard* certificate, three years of successful experience under the provisional certificate.

2. INTERMEDIATE ADMINISTRATOR OR SUPERVISOR (valid for all administrative and supervisory

positions except superintendent). Requirements: Eligibility to hold certificate 3, 4, 5, 6, or 7; five years of experience, including three in public schools; 15 hours in addition to the master's degree taken at an approved recommending institution, including the first four areas required for certificate 1, with emphasis appropriate to career objective, the latter to be specified by the institution. For the *standard* certificate, three years of successful experience under the provisional certificate and 30 hours beyond the master's degree; the total six-year program must include 100 hours of general education.

Teachers: Elementary and Secondary

3. ELEMENTARY. Requirements: Bachelor's degree, including general education, 75 (6 each in English and social studies, including U.S. history; at least one course each in mathematics, science, fine arts; distribution of rest optional); professional education, 30 (foundations of education; educational psychology; curriculum and methods; student teaching, 6); endorsement for various combinations of nursery school-kindergarten through grade 8, depending upon recommendation of the preparing institution. For the *standard* certificate, three years of successful experience and completion of a fifth year of preparation.

4. SECONDARY. Requirements: Bachelor's degree, including general education, 45 (in addition to the teaching field and including 6 each in English and social studies, including U.S. history); professional education, 18 (foundations of education; educational psychology; curriculum and methods; student teaching, 6). Valid in grades 7-12 for the subjects endorsed, the requirements for which are as follows: English, 30; history and social studies, 30 (15 in history, including U.S. and European or world, plus three other areas from government, international relations, economics, sociology, geography); history, 18 (including U.S., European, or world); business education, 30; languages, 18 in addition to 6 hours introductory; mathematics, 18; biological science, 18; earth science, 18; physics, 18; chemistry, 18; general science, 21 (12 in one science, one course in each of two others). For the *standard* certificate, three years of successful experience and completion of a fifth year of preparation.

5. SPECIAL SUBJECTS OR FIELDS. Requirements: Bachelor's degree, including general education, 40 (in addition to the teaching field and including 6 each in English and social studies, including U.S. history); professional credit same as secondary. Valid for grades 1-12, 1-8, or 7-12 for the subject or field endorsed, on the basis of recommendation by the preparing institution. Endorsement is based on a minimum of 35 hours in the special subject or field (agriculture, art, health, homemaking, industrial arts, library, music, physical education); library may include 17 hours in broad cultural fields, with 12 additional in library science required for the standard certificate. For the *standard* certificate, three years of successful experience and completion of a fifth year.

6. SPECIAL EDUCATION. Requirements: Same basic preparation as for certificate 3 (if for grades 1-8 or 1-12) or certificate 4 (if for grades 7-12); 12 additional hours in specified areas for each type of special education—mentally handicapped, physically handicapped, blind, partially sighted, deaf, speech correction, hearing conservation. For the *standard* certificate, three years of successful experience and completion of a fifth year.

Special School Service Personnel

7. SPECIAL SERVICES (reading consultant, psychological examiner, psychologist, social worker, nurse-teacher, dental hygienist-teacher). Requirements: Bachelor's degree, and the first four listed require a master's degree with a program appropriate to the certificate. The school psychologist must have a sixth year for the provisional certificate, a seventh year for the standard certificate.

Other Certificates Issued

8. VOCATIONAL EDUCATION. Requirements are based on a combination of trade or industrial experience (eight years for trade instructor, three years for related-subjects instructor) and education (high school plus basic instructor training for trade instructor; two years of college, including 30 hours in such technical subjects as mathematics, science, drafting, design, plus basic instructor training, for related-subjects instructor). Secondary certificates are valid for endorsed subjects in vocational-technical schools.

Delaware

State Certification Officer. Elizabeth C. Lloyd, Director of Teacher Education and Professional Standards, State Department of Public Instruction, Box 697, Dover, Delaware 19901.

General Requirements. Certificates are required of administrators, supervisors, teachers, and special service personnel in all public schools, kindergarten through high school. Initial certificates are issued for three years unless otherwise specified and may be converted to five-year professional status certificates on completion of three continuous years of experience in Delaware in the certificated area. Professional certificates are renewable on teaching in Delaware for three years of the five-year period.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of the preparation required for the certificate requested. Out-of-state graduates are certificated on the basis of state and regional accreditation of the institution and evidence of completion of the preparation required. Transcript, health certificate, verification of years of experience and satisfactory references, evidence of employment (for out-of-state applicants), and student-teaching reports for recent graduates (three years of successful teaching experience will be accepted in lieu of student teaching but not in lieu of the 6 credits) are also required. There is reciprocity with no penalty for recommended graduates of NCATE-approved programs; for elementary education graduates of state and regionally approved programs in the eleven Northeastern states; for graduates of programs approved on the basis of Circular 351 and the Interstate Compact; and for applicants with a valid certificate, three years of successful experience, and the total number of credits required in Delaware but not necessarily the specific course areas required.

Certificates and Requirements

Administrators

1. CHIEF SCHOOL OFFICER. Required for the local chief school officer in districts employing 12 or more teachers in both elementary and secondary schools. Requirements: Eligibility to hold certificate 3 or 4; completion of 60 hours of an NCATE-approved program for chief school officers, *or* master's degree in school administration, plus 30 hours in a program planned for chief school officers.

2. ADMINISTRATIVE ASSISTANT.

a. ASSISTANT SUPERINTENDENT. Requirements: Same as for certificate 1.

b. GENERAL ADMINISTRATIVE ASSISTANT. Requirements: Master's degree in administration; three years of teaching or administration.

c. ADMINISTRATIVE ASSISTANT IN SPECIALIZED AREA. Requirements: Master's degree; specific training in specialized area; if assigned to business, must meet minimum requirements for business manager.

d. SCHOOL BUSINESS MANAGER. Requirements: Valid teaching certificate; *or* bachelor's degree (business administration, accounting, or engineering); *or* business training or experience approved under criteria established by the State Advisory Council on Teacher Education and Professional Standards, including specialized courses, 10-15 (school business administration and accounting).

3. SECONDARY SCHOOL PRINCIPAL. Requirements: Eligibility to hold a senior high school teaching certificate; three years of experience as a secondary school teacher or two years of teaching and one year of internship or approved equal, such as an assistant principalship; master's degree in an NCATE-approved graduate program in secondary administration and supervision, *or* master's degree with a minimum of 15 hours in courses in school administration, supervision, and curriculum development. (For a principal serving as chief school officer, a course in school business management is required.)

4. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Same as for certificate 3, except that the applicant must be eligible for certificate 7, teaching experience must be in the elementary school, and specified courses must be in elementary school administration.

5. SUPERVISOR. Requirements: Eligibility for a Delaware teaching certificate in the area to be

supervised; master's degree in the area to be supervised, *or* a master's degree in another area with 30 graduate hours in the area to be supervised; five years of successful teaching experience in the area to be supervised; 9 graduate hours in supervision.

6. DIRECTOR.

a. DIRECTOR OF SPECIALIZED AREA (e.g., curriculum). Requirements: Master's degree plus 30 additional graduate credits, with emphasis in the special area; teaching certificate and three years of experience.

b. DIRECTOR OF BUSINESS AFFAIRS. Requirements: Teaching or administrative certificate and three years of experience; master's degree with supervised internship, or master's plus 30 hours.

Teachers: Elementary and Secondary

7. ELEMENTARY. Required for grades 1-6 and valid for grades 7-8 and in the middle school grades 5-8. Requirements: Bachelor's degree, including general education, 60 (including English, 8-12; social science, 4-6; laboratory science, 6-8; fundamental concepts of mathematics, 2-3); professional education, 30 (including human behavior, curriculum, methods, evaluation, student teaching, and special methods in teaching reading).

8. NURSERY - KINDERGARTEN. Requirements: Same as for certificate 7, except that reading is not required and 3 hours of student teaching must be at the nursery level.

9. KINDERGARTEN - PRIMARY. Requirements: Same as for certificate 7, except that professional preparation must be on the appropriate level.

10. MIDDLE SCHOOL. Requirements: Either elementary or secondary certificate is valid.

11. JUNIOR HIGH SCHOOL. Requirements: Certificates 7 and 12 are valid for grades 7 and 8, except that where accelerated courses are offered to certain students and senior high school graduation or college admission credit is assigned to these courses, the courses must be taught by persons holding certificate 12. Also, certificate 7 is valid in grades 7 and 8 for teaching mathematics only on the basis of 21 hours in mathematics courses and for teaching science only on the basis of general science in certificate 12. Certificate 12 is required for teaching grade 9.

12. SENIOR HIGH SCHOOL ACADEMIC SUBJECT MATTER AREAS. Requirements: Bachelor's degree, including 60 hours in general education and 18 in professional education (with not more than 6 in human behavior, and courses in foundations of education or tests and measurements, methods, and student teaching). Specialization: English, 36; mathematics, 30; biology, 24, plus 6 in chemistry; chemistry, 18, plus 6 each in physics, biology, and mathematics; physics, 18, plus 6 each in chemistry, biology, and mathematics; general science, 6 each in biology, chemistry, physics or physical science, mathematics, and electives; foreign language, 30; social studies, 30; dramatic arts and speech, 36.

13. SECONDARY VOCATIONAL SUBJECTS. Requirements: Bachelor's degree, including general education, 40; professional education, 18 (including areas of human behavior and methods and student teaching in the field covered by the certificate). Specialization: agriculture, 30 (and previous agricultural experience; distributive education, 18, plus one year of work experience in the distributive field; home economics, 38, plus homemaking experience. For industrial education, high school graduation; two years of approved industrial experience in the trade to be taught; 48 hours of specialized training for teaching vocational subjects and 12 in academic subjects.

14. SPECIAL FIELDS.

a. MUSIC, ART, AND HEALTH AND PHYSICAL EDUCATION. Valid for teaching in both elementary and secondary schools. Requirements: Bachelor's degree, including general education, 40; professional education 18 (in areas of human behavior, methods of teaching the specialty in either elementary or secondary schools, student teaching at appropriate level, and general professional subjects); specialization, 40.

b. INDUSTRIAL ARTS OR BUSINESS EDUCATION. Valid for teaching in high school. Requirements: Bachelor's degree; general education, 60; professional education, 18 for business education and 21 for industrial arts (including required areas of human behavior, special methods, student teaching, and general professional education); specialization, 42 for business education and 30 for industrial arts.

c. DRIVER EDUCATION. Requirements: Bachelor's degree, including 18 hours in professional education and 12 in driver and safety education; Delaware driver's license.

15. TEACHERS OF EXCEPTIONAL CHILDREN.

a. TRAINABLE AND EDUCABLE MENTALLY RETARDED, PARTIALLY SIGHTED AND/OR EMOTIONALLY MALADJUSTED, ORTHOPEDICALLY HANDICAPPED. Requirements: Certificate 7 (or 12 for teen-age mentally retarded), including or plus courses in specialized professional preparation.

b. HOME-BOUND AND HOSPITALIZED. Requirements: A teaching certificate appropriate to the level of assignment; two years of successful classroom teaching experience; 10 hours in child behavior, exceptional children, measurements, and abnormal psychology or mental hygiene.

Special School Service Personnel

16. LIBRARIAN. Requirements: Bachelor's degree with 18 hours in professional education, or a valid teaching certificate; 30 hours in library science, or master's degree in an approved program.

17. VISITING TEACHER. No certificate required. Only persons who have had either teaching or social work experience, preferably both, are employed as visiting teachers.

18. READING SPECIALIST. Requirements: Elementary or senior high school teaching certificate; three years of successful teaching experience; 15 hours in specialized professional preparation.

19. READING CONSULTANT. Requirements: Same as for certificate 18, plus two years of experience as a special reading teacher or one year in a reading center or clinic; master's degree or equivalent, with 12 graduate credits in psychology, 2-3 in clinical analysis of reading retardation, and one course in supervision.

20. SCHOOL PSYCHOLOGIST. Requirements: Master's degree; specialized professional preparation, 66, including clinical practice.

21. GUIDANCE COUNSELOR. Requirements: Master's degree or equivalent certificate appropriate to level of employment; three years of teaching experience, or two years and a one-year internship at the appropriate level; 13 courses in specified areas of study.

22. SPEECH AND HEARING THERAPIST. Requirements: Bachelor's degree, including 18 hours in professional education and 24 in specialized preparation.

23. SCHOOL NURSE. Requirements: Registered nurse in Delaware; 18 hours in public health, school nursing, child development, sociology, mental health, and family nutrition.

24. ADULT EDUCATION TEACHER. Requirements for teaching adult basic education: Bachelor's degree in adult, elementary, or secondary education; *or* liberal arts degree with a major in social studies or English. Requirements for teaching general adult education: Bachelor's degree in education or liberal arts and at least two years of training in a special field; *or* three years of experience in a special field and additional training in techniques of working with adults.

25. SCHOOL SOCIAL WORKER. Requirements: Master's degree in social work; two years of experience in a children's agency or in teaching; experience in supervision and in orientation to school philosophy is recommended.

Other Certificates Issued

26. TEACHER AIDES. Permits are issued on a minimum requirement of a high school diploma.

27. SUBSTITUTES. Identification cards are issued on the basis of level of training and eligibility for certification. There are three levels of classification.

28. INTERNS. An appropriate intern certificate is issued on the basis of guaranteed supervision by the preparing institution; qualifications determined by the institution.

District of Columbia

Public Schools Licensing Officer. Solomon J. Kendrick, Chief Examiner, Board of Examiners, Department of Personnel, District of Columbia Public Schools, 415-12th Street, N.W., Washington, D.C. 20005.

General Requirements. No fee. Properly su-

pervised teaching experience may be substituted for student-teaching credit. To fulfill the bachelor's degree requirement for the several licenses, the candidate may submit such a degree conferred by an accredited teachers college as a result of a four-year professional course satisfactory to the Board of Examiners or by other accredited college; the required master's degree must, in each instance, have been earned in an accredited institution. Licenses are required of all teachers in public elementary and secondary schools and in teachers colleges, and of special service personnel for whom certification standards have been established. A license makes the holder eligible, for two years, for appointment to an appropriate position in the public schools of the District of Columbia; if appointment is not made within two years, the license becomes invalid. A license becomes a life certificate when the holder, appointed to position, gains permanent status after a probationary period.

Procedures for Securing License. Licenses are issued on the basis of credentials plus examinations; applicants may be placed on probationary status prior to completion of examinations and some license requirements, provided a contract is signed and everything is completed within two years. The credentials must include original transcript of credit, birth certificate or equivalent, and two character references. Examinations consist of (a) written and, where required, practical examinations covering subject matter in the area and at the level to be taught; (b) oral examination covering all or any part of credentials submitted, all or any part of materials covered by the written examination, and personal fitness for the position sought; (c) physical examination, including chest x-ray.

Certificates and Requirements

Teachers: Elementary and Secondary

1. ELEMENTARY (preschool and K-6). Requirements: Bachelor's degree; professional education, 15 (including student teaching or a year of teaching experience, principles of education appropriate to the teaching level, educational psychology, and tests and measurements); specialization as follows:

a. REGULAR TEACHER. In addition to or as part of the 15 hours in professional education, there must be preparation in materials and methods of language arts (including reading), social studies, mathematics, science, and related subjects; *or* specialization in preschool or elementary education.

b. ART, MUSIC, PHYSICAL EDUCATION, FOREIGN LANGUAGE, MATHEMATICS, SCIENCE. Specialization, 30, including methods and materials.

c. SPECIAL EDUCATION (mentally, educationally, visually, hearing, physically, socially handicapped). Area of specialization, 6.

2. JUNIOR HIGH SCHOOL. Requirements: Bachelor's degree; professional education, 15 (as outlined in certificate 1); specialization as follows:

a. ACADEMIC SUBJECTS, BUSINESS, ART, MUSIC, INDUSTRIAL ARTS, HOME ECONOMICS, PHYSICAL EDUCATION. Specialization, 30, including methods and materials.

b. SPECIAL EDUCATION (as outlined in certificate 1c). Major field or subject, 30; area of specialization, 6.

3. SENIOR AND VOCATIONAL HIGH SCHOOL. Requirements: Master's degree; professional education, 15 (as outlined in certificate 1); specialization as follows:

a. ACADEMIC SUBJECTS, BUSINESS AND DISTRIBUTIVE EDUCATION, ART, MUSIC, INDUSTRIAL ARTS, HOME ECONOMICS, PHYSICAL EDUCATION. Specialization, 30, including methods and materials.

b. SPECIAL EDUCATION (educationally, visually, hearing, physically, socially handicapped). Major field or subject, 24; area of specialization, 6.

c. DRIVER EDUCATION. D. C. driver's license; satisfactory driving record; courses in driver education, first aid, and safety education.

4. MILITARY SCIENCE. Requirements: Two years of active duty; reserve commission in United States Army; satisfactory college preparation.

5. TRADES AND INDUSTRIAL OCCUPATIONS AND RELATED SUBJECTS. Requirements: Vocational education, 6; three years of full-time wage-earning trade or industrial experience; additional satisfactory experience or college preparation.

Special School Service Personnel

6. SPEECH CORRECTIONIST. Requirements: Bachelor's degree; speech sciences and speech arts, 24; course in methods of teaching speech and speech correction; 200 clock hours of supervised practice or a year of experience in speech therapy.

7. HEARING THERAPIST. Requirements: Bachelor's degree; speech and hearing courses, 24; course in speech correction or hearing therapy; 200 clock hours of supervised practice or a year of experience.

8. READING CLINICIAN. Requirements: Master's degree; appropriate major, 30, with at least 12 in reading, reading disabilities, and remedial reading techniques.

9. LIBRARIAN. Requirements for elementary and junior high school: Bachelor's degree; professional education, 15, including elementary education and educational psychology; student teaching or one year of teaching or library experience; library science, 18. Requirements for senior and vocational high school, Teachers College, and laboratory schools; Master's degree; professional education, 15, including secondary education (or elementary education for Teachers College and laboratory schools) and educational psychology; student teaching or experience; library science, 30.

10. COUNSELOR (all levels). Requirements: Master's degree in guidance and two years of teaching, counseling, pupil personnel work, or appropriate experience in business or industry; *or* master's degree with 30 hours in counseling (including guidance and research, 9; psychology, 9; societal forces, 6) and two years of experience.

11. SCHOOL PSYCHOLOGIST. Requirements: Master's degree in psychology, including courses in projective techniques and individual testing; *or* master's degree with 30 hours in psychology (including projective techniques and individual testing) and 15 in education; in either case, one year of teaching or experience as psychologist or in pupil personnel work, *or* two semesters of supervised internship or externship.

12. ATTENDANCE OFFICER, SCHOOL SOCIAL WORKER. Requirements: Master's degree in social work; credits in education and field work placement, *or* one year of paid professional experience.

13. CENSUS SUPERVISOR, CHILD LABOR INSPECTOR. Requirements: Bachelor's degree with a major in elementary or secondary education, business administration, economics, or sociology.

Other Certificates Issued

14. TEMPORARY CERTIFICATES for elementary and secondary teachers are issued on the bachelor's degree and/or other established requirements; valid until June 30 next following appointment.

15. SUBSTITUTE TEACHING CERTIFICATES are issued on a bachelor's degree and/or other established requirements, for per diem employment.

Florida

State Certification Officer. John Staples, Administrator, Teacher Certification, State Department of Education, Tallahassee, Florida 32304.

General Requirements. Minimum age, 20, or an earned bachelor's degree from an accredited institution of higher learning. Initial fee, $10. Certificates are required of administrators, supervisors, and teachers in all public schools, kindergarten through junior college. Initial certificates are issued for five years unless otherwise specified and may be extended for five years on 6 hours from an approved Florida junior college or accredited four-year institution.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of completion of a nationally approved program. Also required are transcript, evidence of U.S. citizenship, health certificate, character certificate, evidence of three years of experience for a certificate covering administration and five years for a certificate covering supervision.

Certificates and Requirements

Administrators

1. SUPERVISING PRINCIPAL. Valid for ten years. Requirements: Eligibility to hold a graduate certificate; three years of teaching experience; master's degree, including 24 hours in curriculum, educational supervision, and school administration.

2. SECONDARY SCHOOL PRINCIPAL. Valid for ten years. Requirements: Eligibility to hold a graduate certificate; three years of teaching experience; master's degree, including 18 hours in secondary curriculum, administration, and educational supervision.

3. ELEMENTARY SCHOOL PRINCIPAL. Valid for ten years. Requirements: Eligibility to hold a graduate certificate; three years of teaching experience; master's degree, including 18 hours in elementary curriculum, administration, and supervision.

4. SUPERVISOR. Requirements: Same as for certificate 1, except five years of experience.

Teachers: Elementary and Secondary

5. ELEMENTARY. Requirements: Bachelor's degree, including general education, 45 (6-12 each in English, social science, human adjustment, science and mathematics, and humanities, and the remainder selected from foreign language, music, speech and dramatics, home economics, agriculture, industrial arts, geography, and the fields listed as required); professional education, 20 (psychological foundations, 3; sociological foundations, 3; elementary curriculum and materials, 6; methods, 2; student teaching, 6); specialization, 21 (children's literature, elementary school art, science, health and physical education, music, social studies, and arithmetic).

6. GENERAL SECONDARY. Requirements: Bachelor's degree, including general education, 45 (6-12 each in English, science and mathematics, social studies, human adjustment, and humanities and applied arts); professional education, 20 (secondary curriculum and materials of instruction, 6; psychological foundations, 3; sociological foundations, 3; methods, 2; student teaching, 6); field of concentration, 30 (in most areas). Specific requirements are not enforced if the applicant presents a statement of completion of an approved program or major in the subject.

7. SECONDARY, VOCATIONAL SUBJECTS. Requirements: Same as certificate 6; field of concentration—agriculture, bachelor's degree; home economics, 36. Specific requirements are not enforced if the applicant presents a statement of completion of an approved program or major in the subject.

Other Certificates Issued

8. THREE-YEAR PROVISIONAL CERTIFICATES valid in elementary schools and others valid in specific secondary fields are issued to persons with a bachelor's degree from an accredited institution who have met the practice-teaching requirement but who do not qualify for a graduate or postgraduate certificate. These certificates may not be extended or reissued.

9. TEMPORARY CERTIFICATES valid for one year in elementary and secondary schools are issued to persons with a bachelor's degree from an institution not regionally or nationally accredited or who have not met the practice-teaching requirement. The candidate must complete 6 hours annually toward meeting requirements for the graduate certificate.

Georgia

State Certification Officers. John A. Wimpey, Director of Teacher Education and Certification; Ted R. Owens, Associate Director, State Department of Education, Atlanta, Georgia 30334.

General Requirements. Certificates are required of all teaching and service personnel in public schools, grades 1-12.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of regional and national accreditation of the preparing institution.

Certificates and Requirements

Administrators

1. ADMINISTRATION AND SUPERVISION, PROVISIONAL. Valid for principals, assistant principals, superintendents, and assistant superintendents for one year; renewable on two graduate courses toward professional certification. Requirements: eligibility for a four-year certificate in any field; 6 graduate hours, including 3 in administration; one year of school experience.

2. ADMINISTRATION AND SUPERVISION, PROFESSIONAL FIVE-YEAR. Valid for seven years; renewable on two graduate courses. Requirements: Eligibility for a four-year certificate; master's degree, including 6 hours in the nature of the learner and psychology of learning and school program and problems, 15 hours in elementary and secondary administration, and 3 in research; three years of school experience.

3. ADMINISTRATION AND SUPERVISION, PROFESSIONAL SIX-YEAR. Requirements: Eligibility for a five-year certificate; additional 30 graduate hours; institutional recommendation; required scores on appropriate NTE taken at an approved center; three years of experience. Total graduate work should include 6 hours in nature of the learner and psychology of learning, 3 in school program and problems, a major portion of 21 hours in administration and supervision and related subjects, including 3 in research.

Teachers: Elementary and Secondary

NOTE: Effective July 1, 1974, teaching certificates will be known as Career Professional, Professional, and Provisional, all based on the master's degree; and Associate Professional and Provisional (nonrenewable) based on the bachelor's degree. The fifth year will be required for continuing certification.

4. PROVISIONAL FOUR-YEAR. Valid for three years; not renewable. Requirements: Bachelor's degree; all requirements for a teaching field for high school level.

5. PROFESSIONAL FOUR-YEAR. Valid for seven years; renewable on two additional courses. Requirements: Bachelor's degree; general education, 40 (English, science, social science, mathematics, related subjects); professional education, 18 (human growth and development, curriculum and methods, student teaching or approved substitute); teaching field as follows:

a. EARLY CHILDHOOD (K-3). Early childhood education, 18.

b. ELEMENTARY (K-8). Courses for elementary teacher, 18 (language arts, social studies, science and mathematics, creative arts, health and physical education, with maximum of 6 in any one area).

c. GRADES 7-9. Approved program and institutional recommendation.

d. GRADES 7-12. *English*—30, including grammar and composition and English and American literature, with maximum of 6 hours in such courses as speech, journalism, reading, drama, radio/TV. *Speech* (may be added to certificate in another field)—30 selected from general speech, drama and theater, discussion and debate, oral interpretation. *Foreign language*—for any language, 12 in senior or graduate courses. *Modern language*—24 each language, including grammar and composition, pronounciation and conversation, and literature; 6 allowed for history and culture courses, high school competency, or foreign residence. *Latin and Greek*—12 in each, including grammar and composition, pronounciation, and literature; 6 allowed for related history and culture or high school competency. *Second language*—20. *Social sciences*—24 for each area of endorsement. *Mathematics*—27, including 3 each in algebra, geometry, and calculus; may include 6 in physics. *General Science*—27, including 6 each in biology, chemistry, and physics. *Biology*—24. *Chemistry*—24. *Earth science*—24. *Physics*—24. *Business*—36, including 3 each in typing and shorthand. *Industrial arts*—30, including 3 each in drafting, woods, metals, electricity-electronics, and power mechanics or graphic arts. *Vocational* (agriculture, home economics, distributive, Diversified Cooperative Training, trade and industrial)—approved program and institutional recommendation. *General Home Economics*—30, including 3 each in home management and residence, and 6 in child development, including observation and experience in nursery school. *General agriculture*—30 in four areas chosen from

agricultural economics, agricultural engineering, agronomy, horticulture, animal husbandry, dairy husbandry, poultry; plus 26 in five areas of science chosen from bacteriology, botany, chemistry, entomology, genetics, geology, physics, plant pathology, soils, zoology.

e. SPECIAL SUBJECTS, GRADES 1-12. *Art*—30, including 18 in drawing, painting, graphics, crafts, sculpture, 3D, history, and appreciation. *Music*—36, including 3 each in history and appreciation or methods. *Health and physical education*—27. *Special education* (speech correction, mentally retarded, deaf and hard of hearing, crippled children, emotionally disturbed, learning disabilities)—approved program and institutional recommendation.

6. PROFESSIONAL FIVE-YEAR. Requirements: Eligibility for four-year certificate; master's degree, with approved courses or program. This certificate is also issued for reading specialists and teachers of visually impaired.

7. TEACHER SPECIALIST SIX-YEAR. Valid for seven years; renewable on two courses. Requirements: Eligibility for five-year certificate; approved sixth-year program; required scores on NTE.

Special School Service Personnel

8. LIBRARIAN, GRADES 1-12. Approved program and institutional recommendation.

9. COUNSELOR. Requirements for the *provisional* certificate, valid one year and renewable on two courses; Eligibility for four-year certificate; 10 appropriate graduate credits; one year of experience. Requirements for the *professional five-year* certificate: Eligibility for four-year certificate; master's degree; three years of experience. Requirements for the *professional six-year* certificate: Eligibility for the five-year certificate; approved sixth-year program and institutional recommendation; required scores on the NTE taken at an approved center; three years of experience.

10. VISITING TEACHER. Requirements: Same pattern as for certificate 9. A six-year certificate is issued on a two-year master's degree program in school social work.

11. SCHOOL PSYCHOLOGIST, ASSOCIATE. Requirements: Eligibility for four-year certificate, or any undergraduate major in psychology and 6 additional hours in professional education; master's degree; approved sixth-year program and institutional recommendation; required scores on the NTE taken at an approved center; three years of school or other appropriate experience.

12. SCHOOL LUNCH DIRECTOR, PROVISIONAL FOUR-YEAR. Valid for three years, renewable on 12 hours. Requirements: Bachelor's degree with a major in home economics education, food science, nutrition science, dietetics, institutional management, elementary education, business administration, biological sciences, chemistry, or physics, with specified courses or evidence of meeting membership requirements for the American Dietetic Association; three years of experience in teaching or in school or other food-service management. A five-year certificate is issued on a master's degree and three years of experience.

Hawaii

State Certification Officer. Eugene H. Yamamoto, Administrator of Employment, Office of Personnel Services, State Department of Education, Honolulu, Hawaii 96804.

General Requirements. Certificates required of all public and nonpublic school teachers are *Basic*, based on a bachelor's degree, or *Professional*, based on five years of preparation. Administrators must be eligible for the appropriate Professional Administrator's Certificate based on five years of preparation and appropriate experience.

Credentials To Accompany Application. Official transcript.

CERTIFICATES AND REQUIREMENTS

A. BASIC TEACHER'S CERTIFICATE. Requirements: Bachelor's degree, including 18 hours in professional education, plus practice teaching (or one year of acceptable experience). *Or* completion of a state-approved four-year program of teacher preparation and a bachelor's degree.

Secondary teachers must have a major in a subject field which is taught in the secondary schools of Hawaii.

B. PROFESSIONAL TEACHER'S CERTIFICATE. Requirements: Bachelor's degree and 30 hours of subsequent course work, or a master's degree; 24 hours of professional education, 6 of which must be graduate; practice teaching (or one year of acceptable experience). *Or* completion of a state-approved five-year program of teacher preparation (bachelor's degree plus one year of graduate study, or a master's degree, including practice teaching or one year of acceptable experience). Secondary teachers must have a major in a subject field which is taught in the secondary schools of Hawaii.

Administrators

1. PROFESSIONAL SCHOOL ADMINISTRATOR'S CERTIFICATE (principals and vice-principals). Requirements: Three years of teaching experience and two years of satisfactory administrative experience; successful completion of the Hawaii Department of Education's Administrative Intern Program; 20 hours of course work beyond the requirements for Certificate B (15 must be in administration and supervision).

2. PROFESSIONAL ADMINISTRATOR'S CERTIFICATE (state and district educational officers). Requirements: Master's degree or five years of preparation; three years of teaching experience or equivalent work experience.

Teachers: Elementary and Secondary

3. KINDERGARTEN – GRADE 6. Requirements: Practice teaching (or one year of acceptable experience) at the elementary level (K-6); at least 12 hours in elementary education.

4. SECONDARY. Requirements for Professional Certificate endorsement: *Agriculture*—46 hours in the field; science, 26; a course in teaching agriculture. *Art*—30 hours in the field; one course in teaching art. *Commercial subjects*—business and economics, 30; two courses in teaching shorthand, typewriting, and bookkeeping. *Counseling*—30 hours in the field; three years of teaching and/or counseling experience. *English*—30 hours in the field; a course in teaching English. *Health and physical education*—30 hours in the field; a course in the teaching of each. *Home economics*—45 hours in the field; art and science, 29; a course in teaching home economics. *Industrial arts*—30 hours in the field; a course in teaching industrial arts. *Languages*—30 hours in the language taught; a course in teaching the language. *Mathematics*—30 hours at the college level; a course in teaching mathematics. *Music*—30 hours in the field, a course in teaching music; ability to play a musical instrument. *Biological science*—30 hours in the field; a course in teaching science. *Physical science*—30 hours in the field; a course in teaching science. *Science*—30; a course in teaching science. *Social studies*—30 hours in the field, including a course in teaching social studies. *Speech*—30 hours in the field; a course in teaching speech. A college or university approved major is acceptable in lieu of 30 credits for all subject fields except agriculture and home economics.

Special School Service Personnel

5. PROFESSIONAL SPECIALIST'S CERTIFICATE (school librarians, counselors, registrars, special education teachers). Requirements: Master's degree, *or* bachelor's degree and a year of graduate study in an institution accredited for the special field, plus qualification for Certificate A or B.

Idaho

State Certification Officer. Dorcey S. Riggs, Director of Teacher Education and Certification, State Department of Education, Room 206, State House, Boise, Idaho 83702.

General Requirements. Minimum age, 18; high school graduation; U.S. citizenship. Initial and renewal fees, $10. Certificates are required of administrators, supervisors, and teachers in all public schools, grades 1-12. Certificates must be recorded annually in the office of the district or county superintendent.

Credentials To Accompany Application. Both

in-state and out-of-state applicants are certificated on the basis of state and regional accreditation of the preparing institution. The applicant must submit a transcript and, when requested, evidence of citizenship and/or age.

Certificates and Requirements

Administrators

1. ADMINISTRATOR'S CERTIFICATE.

a. SUPERINTENDENT ENDORSEMENT. Valid for five years; renewable for five years. Requirements: Eligibility for certificate 3 or 5; three years of successful and acceptable educational experience, including at least one year as a principal or county or district superintendent, *or* four years of experience as a school or college teacher; master's degree or approved sixth-year program in administration, including 12 hours in supervision of instruction, guidance, administration, measurements and evaluation, school law, and school finance; 3 hours each in elementary and secondary education.

b. SECONDARY SCHOOL PRINCIPAL ENDORSEMENT. Valid for five years; renewable for five years. Requirements: Eligibility for certificate 3; master's degree or approved sixth-year program in administration, including 12 hours in supervision of instruction, guidance, administration, measurements and evaluation, and school law; 2 hours each in principles of secondary education and secondary curriculum; three years of successful experience as a secondary teacher or principal.

c. ELEMENTARY SCHOOL PRINCIPAL ENDORSEMENT. Valid for five years; renewable for five years. Requirements: Eligibility for certificate 5; master's degree or approved sixth-year program in administration, including 12 hours in supervision of instruction, guidance, administration, measurements and evaluation, and school law; three years of successful experience as an elementary teacher or principal.

Teachers: Elementary and Secondary

2. ADVANCED SECONDARY. Valid for five years; renewable for five years. Requirements: Eligibility for certificate 3; master's degree, including 8 hours in education and 8 in teaching field or service area.

3. STANDARD SECONDARY. Valid for grades 7-12 for five years; renewable for five years. Requirements: Bachelor's degree; professional education, 20 (including student teaching, 6; methods and materials, 3; educational psychology or child growth and development, 3; foundations or principles of education, 3); preparation in two fields, with not less than 30 in the major and 20 in the minor.

4. ADVANCED ELEMENTARY. Valid for five years; renewable for five years. Requirements: Eligibility for certificate 5; master's degree with a major in elementary education.

5. STANDARD ELEMENTARY. Valid for grades 1-8 for five years; renewable for five years. Requirements: Bachelor's degree; professional education, 24 (including student teaching, 6; methods and materials, including language arts, 6; educational psychology or child growth and development, 3; foundations or principles of education, 3); general education, 42 (English, including composition, 12; social studies, including American history or government, 12; science, 8; music and art, 3; electives, 7).

6. OUT-OF-STATE CERTIFICATE ENDORSEMENT. A certificate issued by another state, currently valid, may be endorsed for the period of validity, not in excess of five years, provided issued for teaching the same field and level the holder will teach in Idaho. The applicant must have attended an accredited institution approved by the Idaho State Board of Education and satisfy minimum requirements and total credits for Idaho certification. A fee of $1 per year for each year of endorsement is required.

Special School Service Personnel

7. PUPIL PERSONNEL SERVICES.

a. ENDORSEMENT FOR GUIDANCE. Valid for five years; renewable. Requirements: Hold a valid Idaho teaching certificate; two years of teaching experience; master's degree; 18 hours in guidance, including 12 at the graduate level covering major aspects of guidance, including principles, organization, techniques, occupational analysis, and counseling.

b. ENDORSEMENT FOR PSYCHOLOGICAL EXAMINER. Valid for five years; renewable on 20 hours earned toward the school psychologist endorsement. Requirements: Master's degree in psychol-

ogy, education, or closely related area, training to include psychological foundations, educational foundations, psychological methods (6 undergraduate hours permitted), school organization and program of exceptional child, diagnostic and remedial instruction, special education, organization and administration of guidance services, 120 clock hours of internship.

c. SCHOOL PSYCHOLOGIST ENDORSEMENT. Requirements: Master's degree in psychology, education, or closely related area; two years of training beyond the master's, including areas as listed in certificate 7b; 300 clock hours of internship.

d. SPEECH AND HEARING THERAPIST ENDORSEMENT. Valid for five years; renewable. Requirements: Master's degree; 60 hours to include work in speech, hearing, and language development and disorders, audiology, speech pathology, and 275 clock hours of clinical experience.

e. SCHOOL SOCIAL WORKER ENDORSEMENT. Valid for five years; renewable. Requirements: Master's degree in social work, *or* master's degree in guidance and counseling plus 30 graduate credits in social work, including course work in understanding the individual, casework methods, field placement, research methods, and social welfare programs.

f. SCHOOL NURSE ENDORSEMENT. Valid for five years; renewable. Requirements: Bachelor's degree in nursing and a valid license issued by the Idaho State Board of Nursing.

8. THE EXCEPTIONAL CHILD CERTIFICATE.

a. AUDITORY IMPAIRED ENDORSEMENT. Valid for five years; renewable. Requirements: Master's degree; 30 hours to include work in speech mechanisms, speech and language development and correction, auditory training, methods, curriculum, and materials for the hard of hearing, counseling and guidance of the auditory handicapped, hearing aids, phonetics.

b. VISUALLY IMPAIRED ENDORSEMENT. Valid for five years; renewable. Requirements: Master's degree; 24 hours to include work in psychology and education of exceptional children, problems of the visually impaired, education of partially seeing children, education of elementary school blind, education of secondary school blind, mobility training for the blind, Braille, speech development and correction, and 4-8 hours in supervised observation and/or student teaching of the visually impaired. Two years of teaching experience is recommended.

c. EMOTIONALLY DISTURBED/SOCIALLY MALADJUSTED ENDORSEMENT. Valid for five years; renewable. Requirements: Master's degree; 30 graduate hours to include behavioral science directly related to emotionally disturbed and socially maladjusted, educational methodology and legal aspects of delinquency, and 8 hours of supervised observation and teaching of emotionally disturbed and socially maladjusted children.

d. MENTALLY RETARDED ENDORSEMENT. Valid for five years; renewable. Requirements: Master's degree; 24 hours to include work in psychology and education of exceptional children, guidance of retarded children, speech development and correction, social problems, curriculum methods and materials, physical education for the handicapped, recreation and fine arts for the retarded, diagnostic and corrective techniques, perceptual impairments, kinesiology, practicum to include supervised and directed experience with retarded children.

e. MULTIPLE HANDICAPPED ENDORSEMENT. Valid for five years; renewable. Requirements: Master's degree; 30 hours to include work in the diversified areas of exceptionalities, information in the social, medical, psychological, educational, nutritional, recreational, and vocational needs, and appropriate supervised observation and experience in teaching in this area.

f. PERCEPTUALLY IMPAIRED ENDORSEMENT. Valid for five years; renewable. Requirements: Master's degree; 30 hours to include behavioral science courses relating to the etiology and psychology of children with perceptual impairment, educational methodology, diagnosis and remediation, curriculum, community resources, and paraeducational services related to children with perceptual impairment, 8 hours of supervised observation and teaching and clinical experience with children with perceptual impairment.

Illinois

State Certification Officer. Robert L. Brissenden, Secretary, State Teacher Certification Board, 105 State Office Building, Springfield, Illinois 62706.

General Requirements. Minimum age, 19; good character; good health; U.S. citizenship. A fee of $10 is charged for evaluation of credentials and establishment of entitlement, paid to the State Teacher Certification Board, and $3 for issuance and registration of certificate, paid to the county superintendent. Certificates must be registered or renewed annually with the county superintendent. All certificates except the provisional are valid for four years, and renewable indefinitely for four-year periods on the basis of successful teaching and professional growth. Certificates are required of professional employees of public schools. State certificates are not valid in Chicago, whose Board of Education certifies Chicago teachers.

Credentials To Accompany Application. Statement of age and citizenship; official transcript; Institutional Credit Blank and college recommendation for the type of certificate to be issued from graduates of NCATE-accredited colleges.

Certificates and Requirements

Administrators

1. ADMINISTRATIVE CERTIFICATE. Valid for teachers, supervisors, and administrators, grades K-14. Requirements: Master's degree, meeting requirements for specified endorsement as follows:

a. GENERAL SUPERVISORY (supervisors, curriculum directors, and similar positions). Professional education, 16 graduate hours in a program for the preparation of supervisors, including curriculum and research, 8; two years of teaching experience.

b. GENERAL ADMINISTRATIVE (principals, assistant principals, assistant or associate superintendents, and similar positions). Professional education, 20 graduate hours in a program for the preparation of administrators and supervisors; two years of teaching experience.

c. SUPERINTENDENT. Master's degree, plus 30 hours in a program for the preparation of superintendents (professional education, 16); two years of administrative or supervisory experience in public schools.

Teachers: Elementary and Secondary

All standard elementary, high school, or special certificates are issued on the basis of graduation from an approved program in an Illinois institution or an out-of-state NCATE-accredited institution. Graduates of other institutions or programs must meet minimum requirements as specified below.

2. STANDARD ELEMENTARY SCHOOL CERTIFICATE. Valid for teaching grades K-9. Requirements: Bachelor's degree, including general education, 78 (language arts, 8; science, 6; social science, including American history and/or government, 6; humanities, including music and art, 6; mathematics, 4; health and physical education, 3; additional work in above fields or in psychology other than educational, 45); professional education, 16 (educational psychology, including human growth and development, 2; appropriate methods and techniques, 2; history and/or philosophy of education, 2; methods of teaching reading, 2; appropriate student teaching, 5 (or student teaching above grade 9 and experience); electives in above fields or in guidance, tests and measurements, and instructional materials, 3).

3. STANDARD HIGH SCHOOL CERTIFICATE. Valid for teaching grades 6-12. Requirements: Bachelor's degree, including general education, 42 (language arts, 8; science and/or mathematics, 6; social science, including American history and/or government, 6; humanities, 6; health and physical education, 3; additional work in above fields and/or psychology other than educational, 13); professional education, 16 (educational psychology, including human growth and development, 2; appropriate methods and techniques, 2; history and/or philosophy of education, 2; appropriate student teaching, 5 (or student teaching below grade 6 and experience); electives in the above fields and/or guidance, tests and measurements, and instructional materials, 5); specialization, a major of 32 or three minors of 16-24 each

(48-72). Courses in general education may be counted toward a major or minor.

4. JUNIOR COLLEGE CERTIFICATE FOR GRADES 13 AND 14. Requirements: Master's degree with a major of 36 in each teaching field specified.

5. a. STANDARD SPECIAL CERTIFICATE. Valid for teaching subject(s) named in grades K-14. Requirements: Same as certificate 3, except that the applicant should be prepared to teach both elementary and secondary levels.

b. SPECIAL CERTIFICATE, GRADES 11-12. Valid indefinitely, for not more than 10 hours weekly, when the county superintendent certifies that no regularly certificated teacher is available for elective subjects, grades 11-12. Requirements: Bachelor's degree, with a major and minor in separate fields.

Other Certificates Issued

Provisional certificates corresponding to certificates 2, 3, and 5 may be issued on the bachelor's degree. These certificates are valid for two years and may be renewed for two-year periods on evidence of 8 hours of credit earned during the period. The requirements for the corresponding standard certificate must be met by the end of the second renewal period.

Other certificates which are based on appropriate training or experience as specified by the State Certification Board are a Provisional Vocational Certificate, a Provisional Foreign Language Certificate, a General Certificate for part-time teachers of junior college and adult education subjects, a Temporary Certificate for Teaching Trainable Mentally Handicapped, and a Substitute Certificate.

Indiana

State Certification Officer. Bill L. Williams, Director, Division of Teacher Education and Certification, State Department of Public Instruction, Indianapolis, Indiana 46204.

General Requirements. Fee, $5. Certificates are required of all teachers, administrators, and supervisors in public elementary and secondary schools and teachers in special state schools (schools for the blind and the deaf, schools of correction) and vocational trade schools, and of special school service personnel for whom certification standards have been established. Certificates are issued for five-year terms and must be filed with the superintendent of the employing corporation.

Credentials To Accompany Application. In-state graduates must have institutional recommendation. Out-of-state graduates must submit official evidence of a bachelor's degree from an accredited school, transcript, a $5 evaluation fee, and a letter stating on which level (elementary or secondary) certification is desired. Oath of allegiance to U.S. and Indiana Constitutions, a health certificate showing freedom from communicable disease and from addiction to drugs, and a statement that no taxes are owed to Indiana are required to complete certification.

CERTIFICATES AND REQUIREMENTS

Administrators

1. SUPERINTENDENT, PROVISIONAL. Requirements: Eligibility for certificate 4 or 5; three years of experience as a teacher; master's degree; Ed.Sp. or equivalent or higher degree, with 60 or more hours of graduate credit in administration, supervision, or cognate areas. Convertible to a professional certificate on three years of experience.

2. SECONDARY SCHOOL PRINCIPAL, PROVISIONAL. Requirements: Eligibility for certificate 5; three years of successful experience as a teacher; master's degree with 20 hours in secondary administration and supervision. Convertible to a professional certificate on three years of experience as an administrator and/or supervisor in the public junior high or secondary schools of Indiana and 60 graduate hours, with 15 in secondary school administration and supervision above those required for provisional certification.

3. ELEMENTARY SCHOOL PRINCIPAL, PROVISIONAL. Requirements: Eligibility for certificate 4; three years of successful experience as a teacher; master's degree with 20 hours in elementary ad-

ministration and supervision. Convertible to a professional certificate on three years of experience as an administrator and/or supervisor in the public elementary or junior high schools of Indiana and 60 graduate hours, with 10 in elementary administration and supervision beyond those required for the provisional certificate.

Teachers: Elementary and Secondary

4. GENERAL PROVISIONAL ELEMENTARY. Valid for teaching all subjects in grades K-6 and convertible to a professional certificate on three years of teaching experience and a master's degree. Requirements: Bachelor's degree, including social studies, 15; science, 15; mathematics, 8; English, 15; arts, 10; human growth and development, 10; professional content and methods, 19; student teaching, 8.

5. PROVISIONAL SECONDARY. Valid for teachers of endorsed subjects in grades 7-12 and convertible to a professional certificate with a master's degree and three years of teaching experience. Requirements: Bachelor's degree, including general education, 50; professional education, 18; specialization, a major (40 hours) or an area major (52 hours in a broad field such as social studies, business education, etc.). There may be a second major or one or more minors (24 hours in a subject).

Iowa

State Certification Officers. Orrin Nearhoof, Director, Division of Teacher Education and Certification; Robert Glass, David Schruer, and Merrill Halter, Consultants in Teacher Education and Certification; Howard Hammond, Consultant, Teacher Education-Vocational, State Department of Public Instruction, Des Moines, Iowa 50319.

General Requirements. Minimum age, 18. American government or American history, 2 hours. Initial fee, $2, each renewal, $2. Certificates are required of administrators, supervisors, and teachers in all public schools, nursery through junior college, and in private and parochial schools for children of compulsory school age. Certificates must be recorded in the office of the county superintendent. Initial certificates are issued for ten years unless otherwise specified and are renewable for ten years on completion of 6 approved credit hours and one year of experience.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of regional and NCATE accreditation or other evidence of quality of preparation, in either case having completed a program equivalent to that approved within the state bearing on the certificate requested. NCATE-approved programs are considered equivalent to those approved within the state. Also required: transcript, evidence of experience, if any, and recommendation of the preparing institution. *Important:* Persons prepared outside the state and seeking initial certification in Iowa should write a letter indicating the type of service for which a certificate is desired, enclosing complete official transcript(s), itemizing experience, if any, and listing all certificates held in other states, if any.

CERTIFICATES AND REQUIREMENTS

Administrators, Supervisors, Teachers, and Special Service Personnel

1. PERMANENT PROFESSIONAL CERTIFICATE. Valid for life. Endorsed for elementary teacher, secondary teacher, elementary-secondary teachers of special subjects, special service personnel, elementary supervisor, elementary-secondary supervisor in a special subject or service area, elementary principal, secondary principal, or superintendent. Requirements: Hold certificate 2; master's degree in an approved program; four years of experience.

2. PROFESSIONAL CERTIFICATE. Requirements for endorsement: *Elementary teacher*—approved bachelor's degree program. *Secondary teacher*—approved bachelor's degree program. *Elementary-*

secondary teachers of special subjects or *special service personnel*—approved bachelor's degree program in the subject or service, except that endorsement for service as a school psychologist requires a master's degree with a major in psychology and two years of teaching experience. *Elementary supervision*—meet requirements for elementary teacher; master's degree, with emphasis on supervision; four years of experience. *Elementary-secondary supervision*—meet requirements for elementary-secondary teachers or service personnel; master's degree, with emphasis on supervision in a subject or service area; four years of experience. *Elementary principal*—meet requirements for a professional teaching certificate; master's degree in elementary education, with emphasis on administration; four years of experience. *Secondary principal*—meet requirements for a professional teaching certificate; master's degree in secondary education, with emphasis on administration; four years of experience. *Superintendent*—meet requirements for a professional teaching certificate; master's degree in school administration; 30 hours in an NCATE-approved sixth-year program; fours years of experience.

Other Certificates Issued

3. SUBSTITUTE CERTIFICATE. Valid for six years for the service designated on an expired certificate; limited in use to replacement of a regularly certificated teacher who began the school year and for not more than 90 days in an academic year. Requirements: Hold an Iowa or other regular certificate that has expired but is subject to renewal.

4. TEMPORARY CERTIFICATE. Valid for one year for endorsed service; renewable on experience and 8 hours of credit earned toward regular certification. Issued (a) to holders of expired regular Iowa certificates; (b) to applicants who are qualified except for a deficiency of 6 hours or less; (c) to elementary teachers with 100 hours of college work, plus 8 in elementary professional education; and (d) to cover emergency situations where regularly certificated teachers are not available.

Kansas

State Certification Officers. F. Floyd Herr, Director, Division of Accreditation, Teacher Certification, and Adult Education; Gladys Iske, Certification Specialist II; Edna Umholtz, Certification Specialist I; Wilma Clarke, Certification Specialist I; Carolyn Look, Certification Specialist I; Solomon Humbargar, Student-Teaching Consultant, State Department of Education, Topeka, Kansas 66612.

General Requirements. Fee, $5 for the initial certificate, $5 for renewal or additional certificates. A "C" average is required in college work submitted for certification or renewal. Certificates are required of administrators, supervisors, and teachers in public and accredited nonpublic elementary and secondary schools, nursery through junior college, and in special state schools (schools for the blind and deaf, schools of correction, vocational trade schools). Certificates must be registered with the clerk of the board of education.

Credentials To Accompany Application. Official transcript and recommendation by the preparing institution; personal and character references.

Certificates and Requirements

Administrators

1. ADMINISTRATOR I (CODE: 148). Valid for three years for building and assistant administrators and renewable for three- and five-year periods on specified credit and experience. Requirements: Hold or be eligible for a degree three-year certificate on the level to be administered (elementary, secondary, junior college); two years of teaching or administrative experience; graduate degree; minimum graduate credits, 36 (15 in administration and supervision, curriculum and program development, sociological and philosophical foundations of education, psychology, guidance, group dynamics and human relations, legal and

financial aspects of school operation, plant design and operation, and research and evaluation; 9 in general education and liberal arts courses; appropriate electives).

2. ADMINISTRATOR II (CODE: 151). Valid for three years for supervisors and other specialized personnel who report directly to a chief school administrator or designated assistant and who are responsible for a specialized function. Renewable once without additional credit and subsequently for three- and five-year periods on specified credit and experience. Requirements: Hold or be eligible for a degree three-year certificate; three years of experience as a certificated school employee; graduate degree; minimum graduate credits, 48 (15 as in certificate 1; 20 in specialization; appropriate electives).

3. ADMINISTRATOR III (CODE: 154). Valid for three years for chief school administrator and central office administrative assistants who report directly to a board of education. Renewable once without additional credit and subsequently for three- and five-year periods on specified credit and experience. Requirements: Hold or be eligible for a degree three-year certificate; three years of experience as a certificated school employee; graduate degree; minimum graduate credits, 60 (30 as in certificate 1; 12 in general education and liberal arts courses; appropriate electives).

Teachers: Elementary and Secondary

4. DEGREE THREE-YEAR ELEMENTARY. Valid for three years for teachers in grades K-9; renewable for five-year periods on specified credit and experience. Requirements: Bachelor's degree, in cluding general education, 50 (oral and written communication and foreign language, 12; physical and biological science and mathematics, 12; social science, 12; electives in physical and mental health, human behavior, general religion, philosophy, music, art, and above areas, 14); professional education, 24 (pupil development and learning, 6; school and society and teaching profession, 6; elementary school instruction, 8, including 5 in directed teaching; electives, 4); elementary school content and methods, 15 in addition to professional education.

5. SECONDARY THREE-YEAR CERTIFICATE. Valid for three years for teachers of grades 7-12; renewable as in certificate 4. Requirements: Bachelor's degree, including general education, 50 (same as in certificate 4); professional education, 20 (pupil development and learning, 6; school and society and teaching profession, 6; secondary instruction, 8, including 5 in directed teaching). Specialization: 24 hours in a field and 6 in a subject, except driver education, 18, mathematics, 18, science, 12, and Latin, 15 in the field, with no subject requirement; social science, 36, with 12 for teaching American history and government and other history or 6 for other subjects; special education, 18-60, depending on the service, plus experience.

6. DEGREE EARLY CHILDHOOD CERTIFICATE (CODE: 187). Valid for three years in any nursery and renewable for five years on successful experience and thereafter on additional credit and experience. Requirements: Bachelor's degree, including 50 hours of general education and liberal arts courses and 24 hours of professional education (12 in early childhood education, including directed teaching).

Special School Service Personnel

7. SECONDARY SCHOOL COUNSELOR I (STANDARD) and SECONDARY SCHOOL COUNSELOR II (MINIMUM). Valid for three years and renewable as in certificate 4. Requirements for *Counselor I:* Eligibility for certificate 5; two years of experience; preprofessional courses approved by the recommending institution, 15; master's degree, including guidance courses, 18 (including at least 2 each in the basic course; tests and measurements; occupational, educational, and sociological information; counseling theory and techniques; supervised practice; program planning); institutional recommendation. Requirements for *Counselor II:* Eligibility for certificate 5; one year of experience; preprofessional courses approved by the recommending institution, 15; graduate guidance courses, 12 (including at least 2 each in the basic course and three of the areas listed above); institutional recommendation.

Kentucky

State Certification Officer. Sidney Simandle, Director, Division of Teacher Education and Certification, State Department of Education, Frankfort, Kentucky 40601.

General Requirements. Minimum age, 18. Certificates are required of administrators, supervisors, principals, and teachers in all public schools, nursery through high school, and in accredited nonpublic elementary and secondary schools. Certificates must be recorded in the office of the employing superintendent. Initial certificates are issued for ten years unless otherwise specified and may be extended only upon completion of a planned fifth-year program. Unless otherwise specified, standard certificates, based on the master's degree, are issued for ten years and are subject to life extension on three years of experience.

Persons who completed preparation ten or more years prior to the date of application for certification may be certificated on condition that 12 graduate hours will be completed within two years. This requirement may be reduced by the amount of graduate credit completed during the ten years prior to application and by 4 hours for each year of teaching experience during the ten years.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of state and NCATE accreditation or other evidence of quality of preparation, in either case having completed a program bearing on the certificate requested. Also required: transcript.

Certificates and Requirements

Administrators

1. PROFESSIONAL CERTIFICATE FOR ADMINISTRATION AND SUPERVISION. Valid for continuous service. Issued upon completion of and endorsed for any one of five specific programs as listed below. Additional endorsements may be made upon completion of additional programs. Requirements:

a. ELEMENTARY SCHOOL PRINCIPAL. Completion of requirements for certificate 5; three years of teaching experience; 15 hours of graduate credit beyond the master's degree, including elementary school curriculum, elementary school administration, supervision of instruction, guidance and counseling, and educational measurement.

b. SECONDARY SCHOOL PRINCIPAL. Completion of requirements for certificate 7; three years of teaching experience; 15 hours of graduate credit beyond the master's degree, including secondary school curriculum, secondary school administration, supervision of instruction, guidance and counseling, and educational measurement.

c. SUPERVISOR OF INSTRUCTION. Completion of requirements for certificate 5, 7, or 9; three years of teaching experience; 15 hours of graduate credit beyond the master's degree, including advanced study in reading instruction, elementary school curriculum, secondary school curriculum, supervision of instruction, group dynamics, educational measurement, school-community relations, and instructional program for exceptional children.

d. DIRECTOR OF PUPIL PERSONNEL. Completion of requirements for certificate 5, 7, or 9; three years of teaching experience; 15 hours of graduate credit beyond the master's degree, including basic concepts of pupil personnel services, basic concepts of pupil appraisal, pupil personnel accounting, and records management.

e. SCHOOL SUPERINTENDENT. Completion of requirements for certificate 5, 7, or 9; five years of teaching and/or administrative experience; 30 hours of graduate credit beyond the master's degree following the specific curriculum offered at the teacher education institution and approved by the State Department of Education.

2. PROVISIONAL CERTIFICATE FOR SCHOOL BUSINESS ADMINISTRATOR. Valid for four years; renewable once on 8 hours selected from curriculum for certificate 3. Requirements: Bachelor's degree, including an 18-hour planned program based on requirements for certificate 3. A teaching certificate is not required.

3. STANDARD CERTIFICATE FOR SCHOOL BUSINESS ADMINISTRATOR. Valid for continuous service, provided the holder is not inactive for more than four years. Requirements: Master's degree; graduate or undergraduate program should include history and philosophy of education, school organization and administration (two courses), school law, business law, principles of accounting (two-course sequence), governmental or public school accounting, public finance and taxation, public school finance, school plant planning, and office and personnel management. A teaching certificate is not required.

Teachers: Elementary and Secondary

4. PROVISIONAL ELEMENTARY. Valid for teaching grades 1-8. Requirements: Bachelor's degree, including general education, 45 (communications and humanities, 18; mathematics and natural science, 12; social science, 12; health and physical education, 3); preprofessional education, a balanced program of 12-18 hours in the foundations selected from general education and/or electives; general requirements, 26 (school music, 4; school art, 4; additional modern mathematics, 6; additional social science, 6; additional English, including children's literature, 6); professional education, 24 (human growth and development and the curriculum, 3-6; introduction to education and/or school organization, 2-6; fundamental processes and learning materials, 6-12; student teaching, 8).[2]

5. STANDARD ELEMENTARY. Requirements: Eligibility for certificate 4; master's degree, including 9 hours in professional education and 12 in nonprofessional.

6. PROVISIONAL HIGH SCHOOL. Valid for teaching grades 7-12. Requirements: Bachelor's degree; general and preprofessional education, same as for certificate 4; professional education, 17 (human growth and development and the curriculum, 3-6; introduction to education and/or school organization, 2-6; fundamental processes and learning materials, 2-6; student teaching, 8[2]); minimum specialization, one major of 30 hours or certain designated combination majors of 36 hours.

a. SECONDARY VOCATIONAL SUBJECTS. Requirements for the general high school certificate apply, provided a previously approved program in the vocational subject has been completed.

7. STANDARD HIGH SCHOOL. Requirements. Eligibility for certificate 6; master's degree, including 9 hours in professional education and 12 in nonprofessional.

8. PROVISIONAL CERTIFICATE FOR JUNIOR HIGH SCHOOL (MIDDLE SCHOOL). Valid for teaching grades 5-9 and may be endorsed for grades 9-12 when the applicant has a teaching major or minor for the secondary school level. Requirements: Bachelor's degree; general and preprofessional education same as for certificate 4; professional education, 20 (teaching reading, human growth and development, adolescent psychology, teaching in the junior high school, student teaching); specialization, 60, including at least one major of 24 hours and the remainder distributed among other majors, minors, or semimajors.

9. STANDARD CERTIFICATE FOR JUNIOR HIGH SCHOOL (MIDDLE SCHOOL). Requirements: Eligibility for certificate 8; master's degree, including 9 hours in professional education and 12 in nonprofessional.

10. PROVISIONAL CERTIFICATE IN SPECIAL EDUCATION. Requirements: Bachelor's degree; general and professional education, same as for certificate 4, 6, or 8; specialization, 12-30, depending on the specialty.

11. STANDARD CERTIFICATE IN SPECIAL EDUCATION. Requirements: Eligibility for certificate 10; master's degree, including 9 hours in professional education and 12 in nonprofessional.

12. PROVISIONAL CERTIFICATE FOR KINDERGARTEN. Requirements: Eligibility for certificate 4 and preparation dealing with guidance of the preschool child, fundamentals of kindergarten education, and student teaching in the kindergarten. Bachelor's degree graduates majoring in home economics-child development may be certified for the kinderarten level only when the following additional preparation is included: student teaching in kindergarten, children's literature, teaching of reading, mathematics for elementary

[2] A teacher who has taught successfully for four or more years is required to take only 4 hours of student teaching or a seminar of 4. A teacher who has had two years of successful experience may take a seminar dealing with professional problems instead of the 8 hours in student teaching.

teachers, the exceptional child, and curriculum development in early childhood and elementary education.

Special School Service Personnel

13. LIBRARIAN. Until a master's degree program is completed, regular elementary and secondary certificates are valid for librarianship if the applicant has completed a minor in library science.

14. STANDARD LIBRARIANSHIP. Requirements: *Plan I*—eligibility for certificate 4, 6, or 8; master's degree in library science, including course work in child growth and development, teaching reading, and fundamentals of elementary education and of secondary education. *Plan II*—eligibility for certificate 6 or 8; master's degree, including library science, 27 (administration, books and materials selection, cataloging and classification, and practice); course work in teaching reading, fundamentals of elementary education and of secondary education, and child growth and development. The specific course work may be completed at the graduate or undergraduate level.

15. PROVISIONAL CERTIFICATE FOR GUIDANCE COUNSELING. Requirements: Eligibility for certificate 4, 6, or 8; one year of teaching experience; master's degree (including philosophy and principles of guidance and pupil personnel services; organization and administration of guidance and personnel services; appraisal, assessment, and understanding of the individual; developmental processes, personality, and behavior change; theories and methods of counseling; career development and vocational planning; group guidance procedures; supervised experiences in guidance and counseling; investigation and research procedures).

16. STANDARD CERTIFICATE FOR GUIDANCE COUNSELING. Valid for continuous service. Requirements: Eligibility for certificate 15; additional 30 hours of graduate credit in a planned, approved program.

17. CERTIFICATE FOR SCHOOL PSYCHOMETRIST. Requirements: Bachelor's degree in psychology or eligibility for certificate 4, 6, or 8; master's degree (including philosophy, organization and administration of pupil personnel services; human development—childhood and adolescence; survey of exceptional children; personality and adjustment; statistics; educational and psychological measurement; individual testing; and supervised practice in psychometrics).

18. PROVISIONAL CERTIFICATE FOR SCHOOL SOCIAL WORKER. Valid for ten years during which holder must complete a fifth-year school social work curriculum. Requirements: Bachelor's degree, including general education and preprofessional education same as for certificate 4; 30 hours in school social work curriculum (including philosophy, organization and administrative relationships of school social work services; appraisal, assessment, and understanding of the individual; social case work and group work techniques to include group dynamics; utilization of community resources in school social work services; educational information; supervised practice in school social work). A teaching certificate is not required.

Other Certificates Issued

19. TRADE AND INDUSTRIAL EDUCATION (TEN-YEAR). Requirements: Four years of experience in a program of trade and industrial or distributive education, plus 24 hours in trade and industrial or distributive teacher education (college graduate, 16). Renewable every ten years on three years of successful experience.

20. TRADE AND INDUSTRIAL EDUCATION (ONE YEAR). Requirements: Three years of successful journeyman experience in a recognized trade; a 2-hour course in teaching vocational industrial education must be completed if not presented when the certificate is issued. Renewable annually on experience and 2 hours in trade and industrial or distributive teacher education.

21. PROVISIONAL HIGH SCHOOL CERTIFICATE WITH PROFESSIONAL COMMITMENT (ONE-YEAR). Requirements: Bachelor's degree; minor in one teaching field; professional education, 6, including growth and development; admission to a teacher education program and written commitment to finish at a minimum annual rate of 8 hours; written statement of employment from the school district indicating special supervisory services to be provided. Renewable annually on 8

hours toward eliminating deficiencies and recommendation of the employer.

22. PROVISIONAL ELEMENTARY CERTIFICATE WITH PROFESSIONAL COMMITMENT (ONE-YEAR). Requirements: Same as for certificate 21, except professional education, 9, relating to elementary education.

Louisiana

State Certification Officer. James DeLee, Director, Teacher Education, Certification, and Placement, State Department of Education, Baton Rouge, Louisiana 70801.

General Requirements. No minimum age specified. No fee. Certificates are required of all professional personnel in public and accredited nonpublic elementary and secondary schools, nursery through high school. Initial certificates are issued for three years. Higher certificates, valid for life for continuous service, are issued on completion of three or five years of successful experience. Additional teaching, administrative, and supervisory authorizations are endorsed on certificates when specific preparation and experience requirements are met.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the dean of education at an approved institution and on evaluation of transcript. Out-of-state applicants are certificated on the basis of completion of a bachelor's degree program in teacher education in a state and regionally accredited institution and must be certificated by the state in which the institution is located.

Certificates and Requirements

Administrators

1. SCHOOL SUPERINTENDENT. Requirements: Valid Louisiana certificate; five years of successful experience as a parish (county) or city superintendent or assistant superintendent, state supervisor of instruction, parish supervisor, visiting teacher, principal of a state-approved school, president or dean of a state-approved college, and/or director of teacher training, three of them during the five years preceding appointment to the superintendency; master's degree; 12 graduate hours in professional education; resident of Louisiana for at least five years preceding appointment.

2. PARISH OR CITY SCHOOL SUPERVISOR. Requirements: Valid Louisiana degree certificate; five years of successful school experience, three of them during the five years preceding appointment to the supervisory position; master's degree; 12 graduate hours in professional education.

3. DIRECTOR OF PARISH AND CITY MATERIALS BUREAUS OR CENTERS and SUPERVISOR OF SCHOOL LIBRARIES. Requirements: Valid Louisiana certificate authorizing school library service; master's degree; 12 graduate and 18 undergraduate hours in library science. Director of materials bureaus or centers must have five years of successful school experience, including three as a librarian; supervisor of school libraries, five years as a school librarian.

4. PARISH SCHOOL LUNCH SUPERVISOR. Requirements: Bachelor's degree; three years of successful experience in education or school lunch or other quantity-food-service management (at least two years during the five years preceding employment as school lunch supervisor); 3 hours of supervised practice in school lunch or other quantity-food-service management *or* three years of experience; appropriate subject areas, 15 (human nutrition, 5; remaining 10 in four areas chosen from human nutrition, quantity (institutional) food purchasing, quantity cookery, quantity (institutional)-food-service organization and management, and accounting, preferably food cost accounting). A combination of two or more of the five areas into several courses is acceptable. A person who has 6 hours in the subject areas may be issued a provisional certificate for one year, renewable for one year on 6 additional hours and convertible to regular certification on completion of the requirements. This certificate does not authorize the holder to perform any service other than parish school lunch supervision.

5. SCHOOL PRINCIPAL. Requirements: Valid Louisiana degree teaching certificate; three years

of successful experience during the five years preceding appointment as principal; graduate training in administration and supervision for the appropriate principalship level(s); master's degree, including 12 hours of professional education, for the principalship of any school of 300 enrollment or more or an approved high school with or without an elementary department.

6. SUPERVISOR OF STUDENT TEACHING. Requirements: Valid Louisiana degree teaching certificate in the field or level of supervisory assignment; three years of experience in the field or level; master's degree, including 12 hours of professional education, 6 in the field or level of supervisory assignment and 3 in appropriate supervision.

Teachers: Elementary and Secondary

7. ELEMENTARY (AND KINDERGARTEN AND NURSERY SCHOOL). Requirements: Bachelor's degree; general education, 46 (English, 12; social studies, 12, including 3 in U.S. history; science, 12, including 3 each in biological and physical science; mathematics, 6; health and physical education, 4); professional education, 24 (introduction, foundations, history, or philosophy, 3; educational psychology or principles of teaching, 3; student teaching at upper or lower elementary level, 4; professional education appropriate to the teaching level, 14, including 3 in child psychology); elementary education, 22 (children's literature, 3; speech, 3; general geography, 3; Louisiana history, 3; appropriate health and physical education, 4; appropriate music, art, and/or industrial arts, 6). Applicants without experience may teach in kindergarten or nursery school by adding 6 hours in appropriate training and 3 in appropriate student teaching. Three years of successful teaching experience will be accepted in lieu of student teaching. A kindergarten or nursery school certificate will be granted on a master's degree in an approved early childhood education program.

8. SECONDARY. Requirements: Bachelor's degree; general education, 46 (same as for certificate 7); professional education, 18 (introduction, history, foundations, or philosophy, 3; educational psychology or principles of teaching, 3; student teaching, 4; secondary professional education, 8, including 3 in adolescent psychology). Specialization—English, 12; speech, 18; journalism, 12; first foreign language, 24, each additional, 18; social studies, 12, including 3 in government; science, 12 (the whole science course shall include 6 hours each in physics, biology, and chemistry, and 6 in science field(s) of certification, provided the physics, biology, and chemistry requirements meet the requirements for general science); mathematics, 12; business education, 36 (typing, 6; shorthand, 9; accounting, 9; related business and economics, 12); vocational agriculture, 50; distributive education, 18 (technical and professional, including student teaching); driver education and traffic safety, 6; school library service, 18; vocal music, 62; instrumental music, 62; piano, 62; combination vocal and instrumental music, 82; art, 30; industrial arts, 36; vocational home economics, 42; health and physical and safety education, including coaching, 33; physical education, including coaching, 20; health and safety education, 19; special education—blind, 21; partially seeing, 16; crippled or special health problems, 18; mentally retarded, 18; socially maladjusted and emotionally disturbed, 18; deaf, 26; hard-of-hearing, 26; speech defective and hard-of-hearing, 39.

Special School Service Personnel

9. VISITING TEACHER. Requirements for the *minimum certificate:* Valid Louisiana degree teaching certificate and five years of successful experience, three of them during the six years preceding appointment as a visiting teacher (two years of experience in guidance clinics, social case work and/or mental hygiene clinics may be substituted for two years of school experience). Minimum certificates are valid for one year and renewable on 6 graduate hours applicable to standard certification. Requirements for *standard certificate:* Master's degree, including 12 hours in professional education, including 6 in principles of guidance and visiting teacher work; 12 additional hours, including at least one course each in psychology, social work, and sociology.

10. GUIDANCE COUNSELOR. Requirements: Valid Louisiana degree certificate; three years of experience as a teacher, counselor, supervisor and/or administrator; master's degree, including 15 hours

in professional courses (one each in organization and administration of guidance, analysis of the individual, educational and occupational information, counseling, and principles of guidance (undergraduate course acceptable for the latter). A person who meets the certificate and experience requirements may be issued an authorization to serve as a guidance counselor for one year, renewable on 6 hours applicable to the remaining required areas.

Other Certificates Issued

11. TRADE AND INDUSTRIAL. Requirements: Special certificate valid for a limited period, subject to renewal, based initially on trade and/or industrial experience.

12. TEMPORARY CERTIFICATE. Valid for one year in elementary and secondary fields. Issued on request of the employing superintendent and his statement that there is no regularly certificated teacher and the applicant is the best qualified person available for the position. Renewable each year on the superintendent's request and 6 hours earned toward a permanent certificate for the position.

Maine

State Certification Officers. J. Wilfrid Morin, Director, Bureau of Professional Services; Flora I. Brann, Certification Officer, State Department of Education, Augusta, Maine 04330.

General Requirements. Minimum age, 17. No fee. Certificates are required of all teachers and administrators in public and parochial schools, kindergarten through high school. Holders of arts and science degrees may substitute examinations and certain experience for a portion of the formal course work and practice specified for the certificates listed. Certification by equivalency involves a total review of requirements, not a point-by-point substitution. Equivalences are defined in the regulations of the State Department of Education. Certificates are valid for five years unless otherwise indicated and are renewable on evidence or professional growth and service or specific course work.

Credentials To Accompany Application. Transcript; birth certificate; professional and character references. Out-of-state applicants must submit evidence of employment in Maine public schools, or if not yet employed, must request a certificate of eligibility based on evaluation of credentials submitted, which is replaced by a regular certificate.

Certificates and Requirements

Administrators

1. SUPERINTENDENT, PROVISIONAL. Valid for superintendents and assistant superintendents. Requirements: Master's degree in education or related academic area, including professional education, 18 (required courses in school finance, personnel administration, and internship or practical work experience; other courses distributed among evaluation and research, school plant, supervision, public relations, school law, curriculum construction, and advanced methods); institutional recommendation; five years of teaching experience, including two as administrator or supervisor at both elementary and secondary levels (except that lack of experience at one level may be compensated for by course work in curriculum and supervision at that level); satisfactory knowledge of state school law demonstrated by course work or examination.

2. SUPERINTENDENT, PROFESSIONAL. Valid for ten years. Requirements: Three years of experience under certificate 1; an additional year or 30 hours in an approved program.

3. SECONDARY SCHOOL PRINCIPAL, PROVISIONAL. Requirements: Eligibility for certificate 13 or 15; matriculation in an accredited graduate school; professional graduate study, 6 (secondary administration and supervision); three years of secondary school experience.

4. SECONDARY SCHOOL PRINCIPAL, PROFESSIONAL. Requirements: Master's degree in education or academic subject related to secondary curriculum, including professional education, 12 (excluding administration and supervision); two years of experience under certificate 3.

5. ELEMENTARY SCHOOL PRINCIPAL, PROVISIONAL. Requirements: Eligibility for certificate 9 or 10; matriculation in an accredited graduate school; professional graduate study, 6 (elementary administration and supervision); three years of elementary teaching experience.

6. ELEMENTARY SCHOOL PRINCIPAL, PROFESSIONAL. Requirements: Master's degree in education or academic subject related to elementary curriculum, including professional education, 12 (excluding administration and supervision); two years of experience under certificate 5.

7. SUPERVISOR, PROVISIONAL. Valid for instructional supervisors, curriculum coordinators, or subject supervisors in area or level named on certificate. Requirements: Valid Maine professional teaching certificate; professional graduate study, 12 (supervision, 3; curriculum and instruction, 3; psychology, 3; testing, statistics, and research, 3); three years of teaching experience in one area or at one level.

8. SUPERVISOR, PROFESSIONAL. Requirements: Master's degree in education or an academic subject; two years of experience under certificate 7.

Teachers: Elementary and Secondary

9. ELEMENTARY, PROVISIONAL. Requirements: Graduation from an approved four-year program and institutional recommendation; *or* bachelor's degree including general education (50 percent of curriculum) and professional education, 30 (the learner and the learning process; the educational context or system; methods and techniques; supervised or laboratory teaching, 6; *or* completion of a graduate program for elementary teachers, including professional education specified above and institutional recommendation.

10. ELEMENTARY, PROFESSIONAL. Requirements: Graduate study, 30 (including subjects in or related to elementary curriculum, 15); four years of teaching experience under certificate 9.

11. JUNIOR HIGH SCHOOL, PROVISIONAL. (Issued until July 1, 1973.) Valid for teaching grades 6-9; not renewable. Requirements: Completion of an approved four-year program and institutional recommendation.

12. JUNIOR HIGH SCHOOL, FIVE-YEAR STANDARD. Requirements: Four years of experience under certificate 11; professional junior high school education, 6.

13. SECONDARY, PROVISIONAL. (Major and minor teaching subjects named on certificate, but valid for any academic subject.) Valid for teaching grades 7-12, general secondary subjects, and special subjects prepared for in an approved program. Requirements: Graduation from an approved four-year program and institutional recommendation; *or* bachelor's degree, including general education (50 percent of curriculum), teaching field preparation (major, 30, which may include special methods, 3, and minor, 18; *or* area of specialization, 50, which may include special methods, 3), and professional education, 18 (the learner and the learning process; the educational context or system; methods and techniques; supervised or laboratory teaching, 6).

14. SECONDARY, PROFESSIONAL. Requirements: Graduate study, 30 (including subjects taught in or related to those taught in secondary schools, 15); four years of teaching experience under certificate 13.

15. SPECIAL SUBJECT TEACHER, PROVISIONAL. Valid for teaching agriculture, art, business and commercial education, health, physical education, home economics, nursing care, industrial arts, or music in grades 1-12. Requirements: Graduation from an approved four-year program and institutional recommendation.

16. SPECIAL SUBJECT TEACHER, PROFESSIONAL. Requirements: Graduate study, 30 (special subject, 15); four years of teaching experience under certificate 15.

17. DRIVER EDUCATION TEACHER'S AUTHORIZATION. Requirements: Valid Maine teaching certificate; approved personal driving record; Maine driver's license; approved 3-hour course in driver education taken within five years preceding application.

18. SPECIAL EDUCATION TEACHER, PROVISIONAL. Requirements: Graduation from an approved four-year program and institutional recommendation; *or* eligibility for certificate 9, 10, 13, or 14, and professional education, 12 (history, philosophy, and general educational practices pertaining to exceptional children, 6; identification and evaluation, methodology or training,

and personal and vocational adjustment pertaining to exceptional children, 6).

19. SPECIAL EDUCATION TEACHER, PROFESSIONAL. Requirements: Graduate study, 30 (special education, 18); four years of experience under certificate 18.

20. VOCATIONAL TRADE AND INDUSTRIAL TEACHER, SPECIAL CERTIFICATE. Valid for two years for teachers of nonacademic classes in approved vocational trade and industrial programs. Requirements: Graduation from an approved secondary school or possession of a state high school equivalency certificate; completion of a learning experience in the industrial area (accepted apprenticeship; *or* three years of wage-earning experience; *or* 60 hours in education, including 20 in closely related technical or scientific subjects; *or* graduation from an appropriate two-year program at an approved vocational or technical institute); three years of wage-earning experience at the journeyman level; completion of a short-term preservice training program required at the discretion of the Commissioner of Education.

21. FIVE-YEAR VOCATIONAL TRADE AND INDUSTRIAL TEACHER, SPECIAL CERTIFICATE. Requirements: Completion of a 12-hour approved program of teacher-training courses and four years of experience under certificate 20.

Special School Service Personnel

22. COUNSELOR, PROVISIONAL. Valid for counselors and guidance directors in secondary schools. Requirements: Eligibility for certificate 13 or 14; master's degree (philosophy, organization, and administrative relationships of guidance services; appraising, assessing, and understanding the individual; counseling, educational and occupational information; group guidance procedures; supervised practice) two years of secondary teaching experience; one year of wage-earning experience other than teaching or counseling.

a. ELEMENTARY GUIDANCE CONSULTANT. Requirements: Eligibility for certificate 9 or 10; master's degree (philosophy, organization, and administrative relationships of guidance services, including elementary level; appraising, assessing, and understanding the individual, including administering individual intelligence tests; counseling, psychology of human development; analysis of group processes; supervised practice in elementary guidance and counseling); two years of elementary teaching experience.

23. COUNSELOR, PROFESSIONAL. Requirements: Three years of experience under certificate 22.

24. SCHOOL LIBRARIAN, PROVISIONAL. Valid for librarians in elementary and secondary schools. Requirements: Graduation from an approved four-year program and institutional recommendation; *or* eligibility for certificate 9, 10, 13, or 14, and library science, 18 (school library administration, books and materials, teaching the use of the library, and classification and cataloging).

25. SCHOOL LIBRARIAN, PROFESSIONAL. Requirements: Approved graduate study, 30 (in related areas for previous graduates of approved programs; for others, 12 hours in appropriate library science courses); four years of experience under certificate 24.

26. SCHOOL PSYCHOLOGIST, PROVISIONAL. Requirements: Master's degree or matriculation as a doctoral candidate; approved graduate study, 60 (educational foundations, education of the exceptional, testing and clinical techniques, personality and behavior development, supervised practice in testing and clinical techniques); one year of successful subcollegiate classroom experience *or* supervised practice in school psychological services, 6.

27. SCHOOL PSYCHOLOGIST, PROFESSIONAL. Requirements: Doctor's degree; three years of experience under certificate 26.

Other Certificates Issued

28. SUBSTITUTE TEACHER. Valid for day-to-day elementary or secondary substitute teachers (limited in use to not more than 60 days annually in any one teaching position). Requirements: Previous certification in Maine (use restricted to area or level of this certification).

29. CONDITIONAL CERTIFICATES may be issued upon endorsement of a superintendent who wishes to employ an applicant with four years of

college. These are valid for one year and renewable upon successful experience and completion of 6 hours of approved study.

30. Persons performing professional referral services, such as nurses, dietitians, dentists, physicians, oculists, psychiatrists, and psychologists, may be certificated on the basis of appropriate valid state licenses.

Maryland

State Certification Officers. W. T. Boston, Assistant Superintendent in Certification and Accreditation; Harold D. Reese, Assistant Director of Certification and Accreditation; M. Eleanor Rice, Supervisor of Certification; John C. Metzger, Supervisor of Certification, State Department of Education, 301 West Preston Street, Baltimore, Maryland 21201.

General Requirements. Minimum age, 18. No fee if the applicant is employed in Maryland or is a graduate of an approved teacher education program in a Maryland institution. Fees are determined by the State Board of Education for all other applicants. Certificates are required of administrators, supervisors, and teachers in all public schools, kindergarten through senior high school, and must be recorded in the office of the county superintendent. Initial certificates are issued for three years and are renewable for seven years on evidence of professional growth and completion of 6 hours of additional college work or approved in-service study. The initial certificate is the standard professional certificate. After ten years of teaching service the advanced professional certificate, based upon completion of the master's degree or equivalent, is required. Bachelor's degree applicants who have not earned credit within the previous five years (master's degree applicants within the previous ten) must earn 6 hours of acceptable graduate credit.

Credentials To Accompany Application. Evidence of employment and U.S. citizenship; a transcript must be sent by the preparing institution direct to the local superintendent of schools or to the Division of Certification and Accreditation, Maryland State Department of Education.

Certificates and Requirements

Administrators and Supervisors

1. SUPERINTENDENT. Valid for superintendents and deputy, associate, and assistant superintendents. Requirements: Eligibility for a professional certificate; master's degree; completion of an appropriate two-year graduate program; three years of successful teaching experience and two years of administrative and/or supervisory experience.

2. SUPERVISOR OR PRINCIPAL. Valid for supervisors and principals and assistant and vice-principals. Requirements: Eligibility for a professional certificate; master's degree with 18 hours in professional courses, including at least one each in administration, supervision, development of school curriculum, and counseling and/or human development, and 12 hours in content courses; three years of successful teaching experience at the appropriate level.

Effective September 1, 1972, the requirements will be increased by 15 additional hours of graduate or equivalent credit; 15 hours of the total preparation may be in State Department of Education approved workshops. Completion of a balanced program of graduate studies shall include supervision, 18, curriculum, 12, and content, 15.

Teachers: Elementary and Secondary

A Standard Professional Certificate may be issued to a teacher who (a) has graduated from an NCATE-accredited teacher education program with preparation at level and in subject area appropriate to assignment; *or* (b) for reciprocal action, holds a bachelor's degree in teacher education appropriate to the level of assignment from an institution with regional accreditation and approval for teacher education by its state department of education, and a teacher's certificate in

the appropriate area currently in force and issued within ten years immediately preceding employment in Maryland; *or* (c) holds or is eligible for the initial regular certificate issued within the past ten years by a state whose certification practices have been reviewed by the Professional Standards Board and approved by the Maryland State Board of Education.

Applicants not meeting any of these provisions may qualify for the Standard Professional Certificate by completing the individual requirements listed below.

3. ELEMENTARY SCHOOL TEACHER. Requirements: Bachelor's degree, including general education, 80 (English, 12; social studies, 15, including geography, 3, and history, 9; science, 12, including biological, 3, and physical, 3; mathematics, 6; music, 2; art, 2; physical education, 2); professional education, 26 (foundations of education, including psychological, 6; elementary school curriculum and methods, 12; supervised observation and student teaching, 8, or two years of successful teaching experience).

4. ELEMENTARY SCHOOL TEACHER, SPECIAL SUBJECTS. Requirements: Bachelor's degree, including required professional courses and minimum hours specified in the state certification bulletin.

5. TEACHER IN NURSERY SCHOOL, KINDERGARTEN, AND GRADES 1-3. Requirements: Bachelor's degree, including general education, 80 (English, 9; history, 6; geography, 3; mathematics, 3; biological and physical sciences, 3 each; music, 2; art, 2; physical education, 2); professional education, 26 (parallel to requirements for certificate 3 but with curriculum and methods courses in early childhood education and supervised observation and teaching in a combination of nursery school or kindergarten and grades 1-3 or two years of successful teaching experience).

6. HIGH SCHOOL TEACHER, SPECIAL SUBJECTS. Valid for teaching art, health education, industrial arts, music, and physical education. Requirements: Bachelor's degree, including 18 hours in professional education as listed in certificate 7 and approximately 30 in the subject to be taught.

7. HIGH SCHOOL TEACHER, ACADEMIC SUBJECTS. Requirements: Bachelor's degree including professional education, 18 (foundations of education, including psychological, 6; curriculum or principles of secondary education, 3; special methods in subject, 3; supervised observation and student teaching, 6, or two years of successful experience in teaching the subject); and for subject endorsement: English, 24; geography, 24; social studies, 36; mathematics, 24; language, 24; chemistry, 24; biology, 24; physics, 24; earth science, 24; high school science, 36 (including 18 in one field and 6 in two others).

8. VOCATIONAL EDUCATION SUBJECTS. Valid for teaching agriculture, business, home economics, trades and industry, and for business education coordinator and distributive education teacher-coordinator. For required professional courses and minimum hours specified for vocational education subjects see the state certification bulletin or the Maryland State Plan for Vocational Education issued by the State Department of Education.

9. TEACHER IN EVENING AND PART-TIME CLASSES. For teachers in high school fields in evening school, requirements are the same as for high school teachers in regular day school. For teachers of vocational adult education in evening school and part-time classes, the applicant must be an authority in the craft, technical field, or occupation in which he is engaged. (For details, see the Maryland State Plan for Vocational Education.) For teachers of avocational subjects, the applicant must be an authority in the craft, technical field, or occupation in which he is engaged.

10. TEACHER OF DRIVER EDUCATION. Requirements: Eligibility for a professional certificate; 18 hours in driver and safety education, including 9 in general safety education.

Special School Service Personnel

11. PUPIL PERSONNEL WORKER. Requirements: Eligibility for a professional certificate; three years of satisfactory teaching experience; 24 hours of graduate credit, including human growth and development, 6; sociology, 6; counseling techniques, 3; and 9 from the fields of guidance and the biological, sociological, and psychological sciences.

12. GUIDANCE COUNSELOR. Requirements: (a) Master's degree in guidance from an institution

having a recognized department of guidance, *or* (b) eligibility for a teacher's certificate at the appropriate level and 24 hours of graduate work in the principles and philosophy of guidance, theories and techniques of counseling, pupil analysis, tests and measurements, mental hygiene, human growth and development including physical growth and mental development, occupational information; a practicum in counseling which includes direct supervision of counseling with students (foregoing required), the psychology of personality, biological and sociological bases of behavior, psychology of learning, organization and administration of pupil services programs, knowledge of communication media or guidance in the elementary school (required for elementary), methods of teaching reading (required for elementary counselors who have not taught elementary school or who have no course work in reading); two years of successful teaching or counseling experience at the appropriate level.

13. LIBRARIAN (SECONDARY SCHOOL). Requirements: Master's degree in library science or bachelor's in library science based upon a previous bachelor's degree (including or plus a course in secondary curriculum or adolescent development and a course in the selection of books and materials for young people). *Or* meet requirements for a secondary teacher's certificate; 18 hours in library science (including philosophy and principles of librarianship, organization and administration of libraries, reference, and selection of books and materials for young people). *Or* bachelor's degree plus or including 24 hours in a major academic field, 18 in library science (including philosophy and principles of librarianship, organization and administration of libraries, reference, and the selection of books and materials for young people), and 15 in professional education (including psychological foundations, secondary curriculum, and 6 in library practice).

14. LIBRARIAN (ELEMENTARY SCHOOL). Requirements: Master's degree in library science or bachelor's in library science based upon a previous bachelor's degree (including or plus a course in elementary curriculum or child development and a course in the selection of books and materials for children). *Or* meet requirements for an elementary teacher's certificate; 18 hours in library science (including philosophy and principles of librarianship, organization and administration of libraries, reference, and selection of books and materials for children). *Or* bachelor's degree including or plus 80 hours in academic content courses, 18 in library science (including philosophy and principles of librarianship, organization and administration of libraries, reference, and the selection of books and materials for children), and 15 in professional education (including psychological foundations, elementary curriculum, and 6 in library practice).

Other Certificates Issued

Other specialists for whom certificates are issued include teachers of modern foreign languages in the elementary school, outdoor education teachers, reading specialists, reading teachers, speech teachers, teachers of exceptional children, occupational and physical therapists, speech and hearing therapists, psychologists, supervisors of school psychologists, supervisors of school transportation services or of school lunch.

Massachusetts

State Certification Officers. John P. McGrail, Director of Teacher Certification and Placement; David L. Fitzpatrick, Assistant Director; Walter C. Fallon, Supervisor, State Department of Education, 182 Tremont Street, Boston, Massachusetts 02111.

General Requirements. No fee. No person shall be eligible for employment by a school committee as a teacher, principal, supervisor, director, school librarian, superintendent, or assistant superintendent unless granted a certificate by the Board of Education. This section shall not apply to trade, vocational, temporary substitutes, or exchange teachers. The certificates issued by the Board of Education under these regulations shall be permanent certificates.

Credentials To Accompany Application. Evidence of U.S. citizenship; a physician's certificate stating that the applicant is in good health and free from disease or physical defect which might

interfere with his success as a teacher; evidence of a bachelor's degree or graduation from a four-year normal school approved by the Board of Education in accordance with requirements for the certificate requested; transcripts, names and addresses of at least three persons (not relatives) and names of the two most recent employers qualified to give evidence of moral character.

Certificates and Requirements

Administrators

1. SUPERINTENDENT OR ASSISTANT SUPERINTENDENT OF SCHOOLS. Requirements: Valid Massachusetts elementary or secondary teacher's certificate; bachelor's degree or normal school diploma, plus 6 hours in elementary education, 6 in secondary education, and 3 in organization, administration, and supervision of a school system. Courses in elementary and secondary education must be those listed by the preparing institution in official letters or publications.

2. SECONDARY SCHOOL PRINCIPAL. Requirements: Valid Massachusetts secondary teacher's certificate; bachelor's degree or normal school diploma, plus 3 hours in courses approved as preparation for administrative or supervisory service in secondary schools, including junior high schools.

3. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Valid Massachusetts elementary teacher's certificate; bachelor's degree or normal school diploma, plus 3 hours in courses approved as preparation for administrative or supervisory service in elementary schools.

4. GENERAL SUPERVISOR. Requirements: Bachelor's degree; Massachusetts teacher's certificate valid for service at the grade level for which certification is authorized; 3 hours in undergraduate or graduate courses approved as preparation for supervisory service, including work in supervision of instruction at the appropriate school level(s).

5. SPECIAL SUBJECT SUPERVISOR. Requirements: Bachelor's degree or normal school diploma; Massachusetts teacher's certificate in the special subject field; 3 hours in undergraduate or graduate courses approved as preparation for supervisory service, including work in supervision of instruction in the special subject field.

6. GUIDANCE DIRECTOR OR SUPERVISOR. Requirements: Bachelor's degree or normal school diploma; teacher's certificate valid in Massachusetts for service in elementary or secondary school; 18 hours of guidance distributed among principles and practices, organization and administration, counseling, tests and measurements, occupational information, placement or personnel administration.

Teachers: Elementary and Secondary

7. ELEMENTARY TEACHERS, K-8. Requirements: Bachelor's degree or normal school diploma; 18 hours in education approved for preparation of elementary teachers, including 2 in student teaching and covering at least two areas chosen from educational psychology (including child growth and development), philosophy of education, methods and materials in elementary education, and elementary curriculum.

8. SECONDARY TEACHERS. Requirements Bachelor's degree or normal school diploma; 12 hours in secondary education (same areas as certificate 7 except at the secondary level); 18 hours in a major field.

9. TEACHERS OF SPECIAL SCHOOLS AND CLASSES. Requirements: Bachelor's degree or normal school diploma, including 30 hours in education courses (covering industrial arts and/or crafts, psychology of subnormal and unadjusted children, methods in special class, educational measurements, student teaching); *or* three years of classroom experience as a regularly appointed teacher, plus 12 hours (including psychology of subnormal and unadjusted children, special class methods, educational measurements, industrial arts and/or crafts, domestic arts).

10. SPECIAL SUBJECT TEACHERS IN ELEMENTARY AND SECONDARY GRADES. Requirements: Bachelor's degree or normal school diploma; 12 hours in education, including 2 in student teaching and the remainder in two or more appropriate courses chosen from philosophy of education, curriculum development in the special subject field, methods and materials of teaching the field, and educational psychology, including child or adolescent growth and development; 18 hours in the special subject field.

Special School Service Personnel

11. GUIDANCE COUNSELOR. Requirements: Bachelor's degree or normal school diploma; teacher's certificate valid for service in school to be served by the counselor; 12 hours of guidance work, including principles and practices, counseling, tests and measurements, and occupational information.

12. SCHOOL PSYCHOLOGIST. Requirements: Master's degree with a major in psychology, *or* 30 graduate hours with major emphasis in psychology; teacher's certificate valid for service in the public schools of Massachusetts; work in psychology and growth of the normal child, psychology and growth of the exceptional child, advanced psychology of learning, diagnosis of learning difficulties, individual tests and measurements, group tests and measurements, procedures in counseling, and abnormal psychology.

13. TEACHERS OF SPEECH AND HEARING HANDICAPPED. Requirements: Bachelor's degree or normal school diploma; 18 hours distributed among anatomy and physiology of the ear and speech mechanism, speech pathology, speech correction (including laboratory clinical practice or student teaching), speech reading and auditory training (including laboratory clinical practice or student teaching), phonetics, and diagnostic hearing testing; 12 hours in four areas selected from psychology of the handicapped, principles of teaching handicapped children, child development, adolescent development, guidance, educational tests and measurements, mental hygiene.

14. SCHOOL LIBRARIAN. Requirements: Bachelor's or higher degree; degree in library science or 18 hours in library science, including books for children, library organization, reference materials, and classification and cataloging; 12 hours distributed among at least four education courses selected from philosophy, psychology, methods, curriculum, guidance, and reading.

Michigan

State Certification Officers. John W. Porter, Associate Superintendent for Higher Education; Eugene C. Richardson, Consultant, Teacher Education and Certification, State Department of Public Instruction, Lansing, Michigan 48902.

General Requirements. Minimum age, 18. Certificates are required of all teachers in public and nonpublic schools, kindergarten through grade 12. Certificates must be recorded in the office of the county superintendent if the teacher is to be eligible for public school employment, or in the office of the superintendent in school districts of more than 10,000 population. Provisional certificates are issued for six years and are renewable on 10 hours of additional satisfactory credit. Certificates become continuing on 18 hours of additional credit and three years of teaching experience.

Credentials To Accompany Application. Forms provided by the State Department of Public Instruction include an application form to be presented through the college and all forms as required by state law. Evidence of U.S. citizenship (or first papers) is also required. Applicants with out-of-state preparation are certificated on the basis of regional or national accreditation to the extent that credit presented meets certificate requirements, or on the basis of equivalent requirements of certain states, when the out-of-state certificate is in force, regular, and based on the bachelor's degree.

CERTIFICATES AND REQUIREMENTS

Teachers: Elementary and Secondary

1. ELEMENTARY. Valid for grades K-8. Requirements: Bachelor's degree, including a major of 30 hours and one minor of 20 hours (group major, 36; group minor, 24), or three minors of 20 hours each (at least two minors must be in subject matter fields taught at the elementary level); professional education, 20 (including history or philosophy of education or equivalent;

principles of teaching or equivalent; educational psychology; elementary methods; laboratory experience, 8, including 5 in student teaching).

2. SECONDARY. Valid for all special subjects in grades 7 and 8 and major and minor subjects in grades 9-12. Requirements: Bachelor's degree, including a major of 30 hours and one minor of 20 hours in subject matter fields taught at the secondary level; professional education, 20 (including history or philosophy of education; principles of teaching or equivalent; educational psychology; methods in major or minor subject; laboratory experience, 8, including 5 in student teaching.

3. SPECIAL SUBJECTS IN ELEMENTARY AND SECONDARY SCHOOLS. Requirements: An approved program for the specialized field, including methods and directed teaching at both elementary and secondary levels in that field. A subject may be endorsed on the secondary or elementary school certificate.

NOTE: Special permits valid for one school year may be obtained on the recommendation of an employing superintendent of schools by persons who have minor deficiencies for the provisional certificates described above.

Minnesota

State Certification Officer. George B. Droubie, Director of Teacher Certification, State Department of Education, Saint Paul, Minnesota 55101.

General Requirements. No minimum age. Fee, $5. Certificates are required of administrators, supervisors, and teachers in all public schools, nursery through high school, and must be recorded in the office of the county or local superintendent. Unless otherwise indicated, initial certificates are issued for two years and are renewable up to five years after renewal requirements have been met.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of regional and NCATE accreditation of the preparing institution and recommendation for certification by the institution upon satisfactory completion of a program bearing on the certificate requested. Transcripts of in-state and out-of-state applicants for administrative and supervisory certificates are examined for eligibility. Required: transcript, statement attesting to physical competence and moral fitness, and evidence of successful experience.

CERTIFICATES AND REQUIREMENTS

Administrators

1. SUPERINTENDENT. Requirements: Valid teaching or supervisory certificate and three years of experience; master's degree plus 16 graduate credits for the standard certificate, specialist's degree for the professional certificate. The standard certificate is valid for two years and renewable once for five years on 8 hours earned toward professional certification. The professional certificate must be secured before the eighth year in administration.

2. ELEMENTARY AND SECONDARY PRINCIPALS. Requirements: Master's degree in administration or partial completion of a specialist's degree program for the standard certificate, specialist's degree for the professional certificate. The standard certificate is valid for two years and renewable once for five years on 8 hours earned toward professional certification. The professional certificate must be secured before the eighth year in administration.

3. SUPERVISOR. Requirements: Valid teaching certificate for a specific subject or field; master's degree and 12 hours of special preparation for administration and supervision, including one course in supervision; two years of teaching experience in the field to be supervised.

Teachers: Elementary and Secondary

4. ELEMENTARY (REGULAR). Valid for teachers in K-6 (or through grade 8 if grades 7 and 8 are part of the elementary school). Requirements: Bachelor's degree; professional education, 30 (including student teaching, 6).

5. SECONDARY. Valid for teaching endorsed subjects in grades 7-12. Requirements: Bache-

lor's degree; professional education, 18 (including 4 in student teaching). The holder may teach subjects or fields in which he has a major or, where the assignment is for one-half time or less during the school day, subjects or fields in which he has either a major or minor. Minors must be upgraded to majors in seven years.

6. SECONDARY (VOCATIONAL). Valid for teachers of endorsed vocational fields. Vocational certificates not based on a college degree will be issued in the fields of trade and industry and for specific courses in the fields of agriculture, home economics, and distributive occupations. Requirements: Applicant must meet standards of the State Plan for Vocational Education in the area to be taught.

7. TEACHERS OF EXCEPTIONAL CHILDREN. Requirements:

a. VISUALLY HANDICAPPED. An elementary or secondary certificate valid for teaching sighted children; proficiency in typing; completion of a program of preparation consisting of 20 hours in specified areas, of which 13⅓ must be graduate; institutional recommendation.

b. HEARING IMPAIRED. 10 hours in specified areas in elementary education; 26 hours in the special field; institutional recommendation.

c. EDUCABLE MENTALLY RETARDED. Bachelor's degree with a major for teaching mentally retarded; *or* bachelor's degree with teaching certificate and approved minor in the area; *or* qualifications for valid teaching certificate with two years of experience and a minor in the area.

d. TRAINABLE MENTALLY RETARDED. Valid certificate 7c with special preparation for trainable; *or* valid certificate 7c and approved program in teaching trainable; *or* bachelor's degree, teaching certificate, and approved minor or equivalent with courses in special education; *or* bachelor's degree with major in psychology, sociology, nursing, or related field and approved minor or equivalent with courses in special education.

e. CRIPPLED CHILDREN. Bachelor's degree with a major in elementary or secondary education, an approved minor in the area, and practice teaching in the area; *or* valid graded elementary or secondary teaching certificate with an approved minor or equivalent in the area and two years of successful teaching experience.

f. EMOTIONALLY DISTURBED AND SOCIALLY MALADJUSTED. Requirements: Certificate to teach normal children; master's degree in this field; recommendation of an institution with an approved program.

g. SPEECH CORRECTION. Bachelor's degree with a major in speech pathology.

8. READING. Requirements: Valid teaching certificate, approved program, and institutional recommendation. For elementary or secondary remedial or secondary developmental reading—bachelor's degree, two years of teaching experience, and work in specified areas. For reading consultant—master's degree, three years of experience, and work in specified areas.

9. DRIVER EDUCATION. Requirements: Teaching certificate; 12 hours in principles of safety education and driver and safety education I and II.

10. ATHLETIC COACH. Requirements for head football, basketball, baseball, track, hockey, or wrestling coach: Physical education major or minor; *or* 9 hours in specified areas, including principles of physical education.

Special School Service Personnel

11. SCHOOL SOCIAL WORKER. Requirements: *Standard certificate*—Master's degree with one year of field work in a school setting, *or* master's degree with one year of experience in school social work. *Provisional certificate*—master's degree in social work and two years of experience in social work; *or* master's degree in social work with 4 hours in education courses; *or* two years of graduate preparation and two years of experience as a social worker before July 1, 1963. Institutional recommendation.

12. PUBLIC SCHOOL NURSE. Requirements: Registration as a licensed registered nurse in Minnesota; certification as a public health nurse; bachelor's degree in public health nursing; 4 hours in specified education areas; institutional recommendation.

13. AUDIOVISUAL. Requirements: *Director*—Valid teaching certificate, two years of experience, four courses in educational subjects, and 10 hours in the field. *Coordinator*—valid teaching certifi-

cate, two courses in educational subjects, and two courses in the field.

14. COUNSELOR. Requirements: Teaching certificate; one year of experience; master's degree program in counselor education or equivalent; institutional recommendation; one year of work experience outside of education.

15. SCHOOL PSYCHOLOGIST. Requirements: Certification by State Board of Examiners of Psychologists; certificate as educational specialist in school psychological services (60 hours) from approved graduate school; specified work, including 6 hours in supervised practice.

16. RECREATION DIRECTOR. Requirements: *Full-time director*—bachelor's degree with major in recreation leadership. *Part-time director*—teaching certificate and 6 hours in specified recreation areas, *or* student recreation major in preparation with 6 hours in specified areas and 4-6 in professional recreation work.

17. LIBRARIAN. Requirements: Approved college minor.

Mississippi

State Certification Officer. Russell J. Crider, Supervisor, Teacher Education, Certification, and Placement, State Department of Education, State Office Building, Jackson, Mississippi 39205.

General Requirements. Minimum age, 18. No fee. Certificates are required of professional employees of public schools and must be registered with the appropriate county or city superintendent of schools. Class A certificates are valid for five years, renewable once for five years. Class AA certificates are valid for ten years and renewable for ten years. Expired certificates are renewable on 6 additional credit hours.

Credentials To Accompany Application. Statements of U. S. citizenship and of legal age; health certificate from physician; official transcript and recommendation to be sent directly by the preparing institution.

Certificates and Requirements

Administrators

1. ADMINISTRATOR, CLASS AAA. Valid for superintendents or assistant superintendents for life during continuous service; invalid if the holder is out of service for five consecutive years. Requirements: Doctor's degree in school administration; five years of successful administrative experience.

2. ADMINISTRATOR, CLASS AA. Valid for superintendents or assistant superintendents. Requirements: Master's degree, including 18 hours in administrative and supervisory fields; two years of successful teaching experience; eligibility for Class A teacher's certificate.

3. SUPERVISOR, CLASS AA. Endorsed for elementary or secondary principal, special subject supervisor, or guidance counselor. Requirements: Master's degree, including 12 hours in school administration and/or supervision for the appropriate level; two years of successful teaching experience; eligibility for Class A teacher's certificate for the appropriate level.

Teachers: Elementary and Secondary

4. ELEMENTARY, CLASS A. Valid for teachers of grades 1-8. Requirements: Bachelor's degree; general education, 48 (English, 12; fine arts, 3; health, 3; biological science, 6; physical science, 6; mathematics, 3; social studies, 12, including 6 in world and/or American history and 6 selected from geography, political science, sociology, economics, philosophy, religion, general psychology, or social psychology; speech, 3); professional education, 18 (child psychology, teaching reading, other language arts, directed teaching (or a year of experience at the secondary level) and electives); 18-hour major in elementary education (3 hours each in music, literature, science, mathematics, art, and social studies for children).

NOTE: Effective September 1, 1972, elementary certificates will be endorsed for grades K-3 or 4-8. Requirements: Bachelor's degree; general education, 48; appropriate specialized and professional education, 39; area of concentration, 12-18 (one area for K-3, two for 4-8).

5. ELEMENTARY, CLASS AA. Valid as in certificate 4. Requirements: Eligibility for certificate 4;

master's degree patterned for elementary teachers, including 18 hours in education (12 elementary).

6. SECONDARY SCHOOL, CLASS A. Valid for teaching endorsed subjects in grades 7-12. Requirements; Bachelor's degree; general education as described in certificate 4; professional education, 18 (educational psychology, 3; human growth and development, 3; general secondary methods, 3; other secondary methods, 3; directed teaching, 6, or a year of experience at the elementary level). Specialization: *Vocational agriculture,* 63; *business education,* 34; *distributive education* 27; *English,* 30 (including American and English literature, Shakespeare, and advanced grammar and effective writing); *foreign language,* 18 (may be reduced 6 hours by 2 high school units); *vocational home economics,* 35, nonvocational, 30; *industrial arts,* 30; *mathematics,* 24 (15 in algebra, trigonometry, analytical geometry, and calculus); *psychology,* 30; *science,* 48 (biology, chemistry, physics); one science endorsement, 32, including prescribed hours for the subject taught; general science endorsement, 32 in any science; *social studies,* 30 (including world, American, and state history, economics, government, and geography); *speech* 24; *trade and industrial education,* 27.

7. SECONDARY, CLASS AA. Valid as in certificate 6. Requirements: Eligibility for certificate 6; master's degree, including 15 hours in the endorsed subject.

8. SPECIAL SUBJECT, CLASS A. Valid for teaching endorsed subject in grades 1-12. Requirements: Same as certificate 6, with professional education emphasizing both elementary and secondary levels. Specialization: *art,* 30; *health and physical education,* 15 in each area; *music,* 28; *instrumental, vocal, or applied music,* 44 (second endorsement granted on completion of half of the requirements for that endorsement); *special education,* 3 each in psychology of exceptional children and speech correction and 12 in the specialty.

9. SPECIAL SUBJECT, CLASS AA. Valid as in certificate 8. Requirements: Master's degree, including 15 hours in the area of endorsement.

Special School Service Personnel

10. COUNSELOR, CLASS AA. Requirements: Hold or qualify for Class A teacher's certificate at appropriate level; master's degree, including 18 hours in individual analysis, educational and occupational information, counseling process, and administrative relationships; two years of successful teaching experience.

11. LIBRARIAN, CLASS A. Valid for grades 1-12. Requirements: Bachelor's degree, including general and professional education as described in certificate 6, except work must include both elementary and secondary levels; specialization, 24 (books and related materials for children and young people, 6; library administration, 6; electives, 12).

12. LIBRARIAN, CLASS AA. Valid as in certificate 11. Requirements: Class A teacher's certificate; master's degree, including 24 hours in library science; *or* master's degree, including 15 hours in library science, provided the applicant holds certificate 11 or has a fifth-year degree in library science.

Other Certificates Issued

13. VOCATIONAL TRADES TEACHER, CLASS A. Requirements: Minimum of 60 college hours, including general and professional education as required for certificate 6, plus 24 months of trade experience on the journeyman level in the trade in which certification is desired.

Missouri

State Certification Officer. Paul R. Greene, Director of Teacher Education and Certification, State Department of Education, Jefferson City, Missouri 65101.

General Requirements. No minimum age or fee. Applicant must furnish a health certificate to the employing school district but not to the state office as prerequisite to certification. Certificates are required of administrators, supervisors, and teachers in public schools, including junior colleges, and in special state schools (schools for the blind and deaf, schools of correction). The

University of Missouri and the state teachers colleges are authorized to grant life certificates to their graduates with bachelor's degrees in education; county superintendents are authorized to issue third-grade certificates by examination.

Credentials To Accompany Application. Official transcript and institutional recommendation.

Certificates and Requirements

Administrators

1. SUPERINTENDENT. Requirements: Completion of a two-year, NCATE-approved graduate program for superintendents.

2. SECONDARY SCHOOL PRINCIPAL. Requirements: Hold certificate 5 or 6; master's degree, including 20 hours in administration and supervision of the secondary school, with 2 hours each in secondary school administration, supervision, and curriculum construction.

3. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Hold certificate 4; master's degree, including 20 hours in administration and supervision of the elementary school, with 2 hours each in elementary administration, supervision, and curriculum.

Teachers: Elementary and Secondary

4. ELEMENTARY (Effective July 1, 1970). Valid for teachers in grades K-8 (and may be extended for departmentalized classes in junior high schools when standards are met for a specific subject as indicated in certificate 5) for life. Requirements: Bachelor's degree; general education, 53 (language arts, 12, including 5 in composition, rhetoric, and grammar, 2 in children's literature, and 5 in elective English or speech; social studies, 12, including 5 in American history, 2 each in American government and geography, and 3 elective; art and music, 6; health and physical education, 4 mathematics, 7, including 2 elementary and 5 elective); professional education, 18 (educational psychology, child psychology, child growth and development, etc., 4-5; history or philosophy of education, foundations of education, organization and management, etc., 2-3; methods, including teaching reading or language arts, 4-5; student teaching, 5).

5. GENERAL SECONDARY (Effective July 1, 1970). Valid in grades 7-12 or 7-9, and in 7-12 or 1-9 as indicated; may be extended for additional subject matter in 7-9 when standards are fully met. Requirements: Bachelor's degree; general education, 40, with credits in at least three areas selected from English, social studies, mathematics, natural science, foreign language, and humanities; professional education, 18 (educational psychology, adolescent psychology, growth and development, etc., 4-5; history or philosophy of education, high school administration, curriculum, tests and measurements, etc., 2-3; methods or techniques, 4-5; student teaching, 5). Teaching field requirements: Where single hours requirement is listed, this is for grades 7-12; where two are listed, these are for 7-12 and 7-9 respectively; requirements for 7-12 or 1-9 are so indicated. *Agriculture* (general)—30 or 21; *Art*—30 for grades 7-12; 21 for grades 1-9. *Business education*—30. *Driver education*—(permanent elementary or secondary certificate prerequisite) 15. *English*—30 or 21. *Journalism*—15 or 10. *Speech and dramatics*—30 or 21. *Foreign language*—for grades 7-12, 30 including 24 in the language taught, or 24 in one language and 2 or more high school units in foreign language; for grades 1-9, 21 including 18 in the language taught, or 18 and 2 or more high school units. *Home economics* (general)—30 or 21. *Industrial arts*—30 or 21. *Mathematics*—30 or 21. *Music*—for grades 7-12, instrumental or vocal, 36, combined, 40; for grades 1-9, instrumental or vocal, 24, combined, 28. *Health and physical education*—30 or 21. Science—30 (including 20 in chemistry, physics, or biology to teach the subject) or 21. *Social studies*—40 or 21.

6. SECONDARY VOCATIONAL SUBJECTS. Requirements: Bachelor's degree, plus other varied requirements. Applicants may write to the state director of vocational agriculture, homemaking education, distributive education, or industrial education.

7. SPECIAL EDUCATION TEACHER. Requirements: Bachelor's degree with professional education courses as in certificate 4 or 5. Applicants may contact the director of special education for specific requirements.

Special School Service Personnel

8. GUIDANCE. Requirements: Master's degree, including general and professional education as described in certificate 4 or 5; two years of experience as a teacher; minimum professional training to include seven areas. For further information, write to the state director of guidance services.

9. LIBRARIAN. Requirements: Bachelor's degree with general and professional education and a life teaching certificate; concentration in library science, 15.

10. REMEDIAL READING TEACHER (ELEMENTARY OR SECONDARY). Requirements: Bachelor's degree; valid teaching certificate other than reading; two years of teaching experience; 12 hours in the special area at the appropriate level (3 graduate credits each in diagnosis and remediation practicums).

Other Certificates Issued

11. SHORT-TERM (TWO-YEAR) ELEMENTARY OR SECONDARY CERTIFICATE (Effective July 1, 1970). The *elementary certificate* may be issued to a person having a bachelor's degree from an institution which offers an elementary education program but lacking some of the specific courses required. The applicant must have a minimum of 5 hours of required professional education with overall deficiencies of not more than 24 hours. The *secondary certificate* may be issued to a person having a bachelor's degree from an institution which offers secondary education and being no more than 10 hours deficient in professional education or no more than 8 in the subject matter field and 5 in professional education.

Montana

State Certification Officer. Vivian Allgaier, Director of Certification, Office of the Superintendent of Public Instruction, Helena, Montana 59601.

General Requirements. Minimum age, 18. Initial fee, $2; $2 for each year of certificate validity. U.S. citizenship (qualified aliens may be provisionally certified on request of the hiring district). Certificates are required of administrators, supervisors, and teachers in public elementary and secondary schools, and in nonpublic elementary and secondary schools seeking state accreditation. Certificates are issued for two or five years and are renewable on completion of appropriate credit and experience requirements.

Credentials To Accompany Request for Application Materials. Legible transcripts. Final application includes oath of allegiance and health certificate, including tuberculin test, and college or university recommendation. Experience verification is required for certificate renewal.

CERTIFICATES AND REQUIREMENTS

Administrators

1. CLASS 3 ADMINISTRATIVE.

a. SUPERINTENDENT ENDORSEMENT. Requirements: Master's degree; eligibility for class 1 or 2 teaching certificate; 16 graduate credits in professional education, including 8 each in elementary and secondary (if not covered in prior preparation), and courses in school administration and finance, curriculum, supervision, and student personnel; three years of successful elementary and/or secondary teaching experience.

b. ELEMENTARY PRINCIPAL ENDORSEMENT. Requirements: Master's degree; eligibility for class 1 or 2 teaching certificate with elementary endorsement; 10 graduates credits in professional education, including 6 in elementary and courses in general and elementary school administration, curriculum or supervision, and student personnel; three years of successful elementary and/or secondary teaching experience.

c. SECONDARY PRINCIPAL ENDORSEMENT. Requirements: Master's degree; eligibility for class 1 or 2 teaching certificate with secondary endorsement; approved professional education, 10 graduate credits, including 6 in secondary education, courses in school administration, one course in secondary curriculum or supervision and one in student personnel; three years of successful elementary and/or secondary teaching experience.

d. SUPERVISOR ENDORSEMENT. Requirements: Master's degree in special area to be endorsed or in appropriate professional programs for general endorsement; 10 graduate credits of professional education in supervision, curriculum, and methods in area to be endorsed; three years of successful elementary and/or secondary teaching experience.

Teachers: Elementary and Secondary

2. CLASS 2 TEACHING CERTIFICATE (STANDARD). Requirements: Completed teacher education program; bachelor's degree; institutional recommendation; completion of 8 or more credits within the preceding five years. Secondary endorsement requires a 30-hour teaching major, a 20-hour minor, and a 16-hour professional sequence.

3. CLASS 1 TEACHING CERTIFICATE (PROFESSIONAL). Requirements: Eligibility for certificate 2; master's degree or college-approved fifth-year program; three years of successful elementary and/or secondary school experience.

Other Certificates Issued

4. CLASS 4 (SPECIAL). Issued for vocational, recreation, and adult education teachers presenting training and experience required by the U.S. Office of Education or by special needs of these fields.

5. CLASS 5 (PROVISIONAL). Issued to applicants for elementary endorsement who have a bachelor's degree and a partially completed program in elementary education. Issued to applicants for secondary endorsement who have a bachelor's degree and a developed teaching field in a subject commonly taught in high school but whose professional preparation may be incomplete.

Nebraska

State Certification Officer. Gerald Sughroue, Coordinator of Teacher Education and Certification, State Department of Education, Lincoln, Nebraska 68509.

General Requirements. No minimum age specified. U.S. citizenship, except that provisional certificates may be issued to exchange students or other qualified aliens if there is a demonstrated need for their services and if their residence is insufficient for eligibility for citizenship. Fee, $8. Certificates are required of teachers, supervisors, counselors, and administrators in all public, nonpublic, and state-operated schools. They are valid as indicated and renewable on credit and experience.

Any regular Nebraska certificate in force on January 1, 1964, may, at its expiration, upon application, be converted to a similar certificate described below when authorized by the State Board of Education.

Credentials To Accompany Application. Legible transcripts bearing the seal of the issuing institution; proof of citizenship.

CERTIFICATES AND REQUIREMENTS

Administrators

1. STANDARD ADMINISTRATIVE AND SUPERVISORY CERTIFICATE. Valid for ten years for teaching, administration, and supervision, grades K-12 (must be endorsed for superintendency). Requirements: Eligibility for certificate 5; master's degree or 36 hours of graduate credit toward a sixth-year program in administration and/or supervision, a stated area of administrative or supervisory specialization, fulfillment of all appropriate standards of the institution, and completion of 6 graduate hours within the preceding three years. Reciprocity requirements: Possession of a valid similar certificate from another state which has similar requirements and evidence of either one year of successful experience under such a certificate or 6 hours of approved graduate credit within the preceding three years.

2. PROFESSIONAL ADMINISTRATIVE AND SUPERVISORY CERTIFICATE. Valid for life (may lapse after ten consecutive years of nonuse) for teach-

ers, supervisors, and administrators, grades K-12 (must be endorsed for superintendency). Requirements: Eligibility for certificate 1; completion of a sixth-year program for administrators and/or supervisors, a stated area of administrative or supervisory specialization, fulfillment of all appropriate standards of the institution, and completion of 6 graduate hours within the preceding three years. Reciprocity requirements: Same as for certificate 1.

3. PROVISIONAL ADMINISTRATIVE AND SUPERVISORY CERTIFICATE. Valid for three years for teachers, supervisors, and administrators. Requirements: Evidence of having held a Nebraska administrative and supervisory certificate within the preceding five years and certification by a standard institution that the applicant is enrolled and in good standing in a program leading to certificate 1 or 2; *or* request for issuance of the certificate from the superintendent or school district in which the applicant is to be employed, a valid certificate 5 or 6, certification by a standard institution that the applicant is in good standing and has completed 75 percent of a program leading to certificate 1 (25 percent if at the same level as the teaching certificate held), recommendation by the institution, and written evidence of ability and intention to meet the requirements for certificate 1 with endorsements appropriate to the position to be filled. Certificates qualified for by the second method may not be endorsed for superintendency and may not be renewed but may be extended for one year in cases of undue hardship upon approval of the Commissioner of Education.

Teachers: Elementary and Secondary

4. PRESTANDARD TEACHING CERTIFICATE. Valid for five years for teachers of grades K-12. Requirements: Bachelor's degree in an approved program; institutional recommendation; completion of 6 hours of work within the preceding three years. Reciprocity requirements: Same as for certificate 1, with specification of grade levels, subjects, fields, and areas and evidence that experience has been at the levels and in the subjects for which certified.

5. STANDARD TEACHING CERTIFICATE. Valid for ten years for teachers of grades K-12. Requirements: Same as for certificate 4, plus three years of successful teaching experience at appropriate levels and in appropriate subjects within the preceding five years.

6. PROFESSIONAL TEACHING CERTIFICATE. Valid for life (may lapse after ten consecutive years of nonuse) for teachers of grades K-12. Requirements: Same as for certificate 4, plus a master's degree or 36 hours of graduate work, completion of an approved fifth-year program in teacher education, completion of 6 hours of work within the preceding three years; *or* certification by a state department of education or appropriate agency that the applicant holds the highest teaching certificate issued within the state, the requirements for which are similar to those above.

Special School Service Personnel

7. SPECIAL SERVICES CERTIFICATE. Valid from one to ten years, depending upon rank. This certificate is valid only as endorsed and its use in any other assignment is a violation of statute. Requirements: Completion of a preparation program in the service area; orientation to the performance of the service in schools to the appropriate degree.

Other Certificates Issued

8. PROVISIONAL TEACHING CERTIFICATE. Rural elementary, provisional junior elementary,[3] and commitment certificates are issued for three years for specifically endorsed grades, subjects, fields, and areas in designated classes of school districts upon evidence of partial completion of an approved teacher education program (minimum 60 semester hours), including specified amounts of general and professional education. Such certificates are renewable on evidence of continuing work in the program. Effective September 1, 1972, elementary teachers in accredited schools must hold certificates based on degree preparation.

Provisional trades certificates for teaching instructional areas for which ordinary standard institutions provide inadequate preparation are issued on evidence of valid licenses to practice or teach commercially and on the request of a superintendent.

[3] No longer initially issued, but can be renewed.

3

9. SUBSTITUTE TEACHING CERTIFICATE. Valid for five years for replacing a regular teacher under contract intermittently up to 75 days per school year in all grades, subjects, fields, or areas (except that certificates based upon less than baccalaureate preparation are valid only as endorsed). Requirements: Evidence of having held an elementary or secondary prestandard teaching certificate or its equivalent from another state based on at least 60 hours of college credit.

Nevada

State Certification Officer. Robert L. Lloyd, Associate Superintendent, Division of Operations, State Department of Education, Carson City, Nevada 89701.

General Requirements. Minimum age, 18. Fee, $3. Applicants must take courses, or pass examinations within one year, in U.S. Constitution (required if subject was not included in undergraduate program) and Nevada school law and Constitution. Certificates are required of all teachers and administrators in public and private schools and of special school service personnel for whom certification standards have been established, and must be filed with the county superintendent before the opening of the school year. Unless otherwise indicated, bachelor's degree certificates are valid for five years, master's degree for six years; renewable on 6 and 3 hours of credit respectively, or equivalent.

Credentials To Accompany Application. Evidence of legal age and citizenship; health certificate, including tuberculin, eye, and hearing tests; oath of allegiance; official transcript; fee.

CERTIFICATES AND REQUIREMENTS

One certificate form is used and endorsed for the field of specialization.

Administrators

1. ADMINISTRATOR. Requirements: Valid elementary or secondary teaching endorsement; master's degree, plus 15 additional hours of graduate work; completion of required course work for elementary and secondary principal endorsements; three years of experience in public school administration. *For professional endorsement,* three years of experience and 30 hours beyond the master's degree in an approved program for the preparation of educational specialists.

2. ADMINISTRATOR, TEMPORARY. Valid three years; not renewable; holder must complete requirements for elementary or secondary principal or administrator endorsements. Requirements: Valid teaching endorsement at the appropriate level; bachelor's degree; 16 graduate hours in administration (at least five fields chosen from public school administration and organization, supervision of instruction, curriculum development and evaluation, research or statistical methods, school finance, school facilities planning and maintenance, and philosophy or foundations of education); three years of teaching or supervisory experience.

3. ELEMENTARY PRINCIPAL. Requirements: Valid elementary teaching endorsement; three years of elementary teaching, supervisory, or administrative experience; master's degree; 16 graduate hours in administration course work for elementary level.

4. SECONDARY PRINCIPAL. Requirements. Valid secondary teaching endorsement; three years of secondary teaching, supervisory, or administrative experience; master's degree; 16 graduate hours in administration course work for secondary level.

5. SUPERVISOR, CURRICULUM AND INSTRUCTION. Requirements: Valid elementary or secondary teaching endorsement (special subject supervisor, endorsement appropriate to field of supervision) and three years of experience; master's degree with advanced course work in the supervisory field and in professional education. *For professional endorsement,* an additional 15 graduate hours.

Teachers: Elementary and Secondary

6. ELEMENTARY, LIMITED. Valid for five years for grades K-6 and self-contained grades 7-8; not

renewable. Requirements: Bachelor's degree and completion of 18 hours in elementary professional education, including 6 in student teaching.

7. ELEMENTARY. Valid for grades K-6 and self-contained grades 7-8. Requirements: Bachelor's degree and completion of an approved program for elementary teachers; *or* bachelor's degree with 30 hours in professional elementary education, including 6 in student teaching (or two years of experience). *For professional endorsement,* three years of experience and a master's degree or completion of a fifth-year program.

8. SECONDARY. Valid in departmentalized grades 7-8, junior high schools, and senior high schools. Requirements: Bachelor's degree and completion of an approved program for secondary teachers; *or* bachelor's degree with a teaching field major and minor (single subject, 24 and 16; comprehensive or diversified field, 36 and 24); professional education, 20, including 6 in student teaching (or two years of experience). *For professional endorsement,* three years of experience and a master's degree or completion of a fifth-year program.

9. SPECIAL FIELDS. There are specific endorsements for art (elementary and secondary), driver education, physical education (elementary and secondary), librarian-teacher, music education (elementary and secondary), and reading specialist. Requirements are patterned after elementary and secondary endorsements.

10. SPECIAL EDUCATION. Valid for elementary or secondary schools for teaching blind or partially sighted, deaf and hard-of-hearing, emotionally and socially maladjusted, mentally retarded, physically handicapped, speech correction, or gifted. Requirements: Bachelor's degree in an approved program; *or* bachelor's degree, valid teaching endorsement, two years of experience, and specified preparation depending on the specialization. *For professional endorsement,* master's degree and experience.

Special School Service Personnel

11. LIBRARIAN. Requirements: Bachelor's degree from an institution accredited for preparation of librarians and completion of an approved program; *or* bachelor's degree, valid teaching endorsement, and library science, 24.

12. SCHOOL CASE WORKER. Requirements: Bachelor's degree; valid teaching endorsement; three years of teaching and/or social work experience; 24 hours in psychology, education, sociology and social problems, guidance and counseling, and social case work. *For professional endorsement,* three years of experience and 12 graduate hours.

13. SCHOOL SOCIAL WORKER. Requirements: Master's degree in social work from an institution accredited by the American Council on Social Work Education. *For professional endorsement,* in addition to the above, a valid Nevada teaching certificate or completion of 240 clock hours of public school internship.

14. SCHOOL NURSE. Requirements: Valid Nevada RN license; bachelor's degree in public health nursing, including a program approved by the National League for Public Health Nursing; *or* bachelor's degree and completion of course work content in a program approved by the NLPHN. *For professional endorsement,* master's degree and two years of experience.

15. ELEMENTARY COUNSELOR. Requirements: Bachelor's degree and completion of an approved appropriate program; *or* valid teaching endorsement based on the bachelor's degree, two years of teaching experience, and 18 hours (12 graduate) in counselor preparation; *or* completion of a counselor education program which includes a bachelor's degree and specified elementary professional education and 18 hours (12 graduate) in counselor preparation. *For professional endorsement,* master's degree or equivalent, with specified preparation.

16. SECONDARY COUNSELOR. Requirements: Bachelor's degree and completion of an approved appropriate program; *or* valid teaching endorsement, one year of teaching experience and 12 months of cumulative work experience, and 18 hours (12 graduate) in counselor preparation. *For professional endorsement,* two years of experience and a master's degree or equivalent in an approved program, with specified preparation.

17. SCHOOL PSYCHOLOGIST. Requirements: Master's or doctor's degree and completion of an approved appropriate program; *or* completion of at least 50 hours of specified preparation (includ-

ing 36 graduate). *For professional endorsement,* three years of experience and completion of 60 hours (50 graduate) in an approved program.

18. SCHOOL PSYCHOMETRIST. Requirements: Master's degree in an approved program; *or* master's degree with major emphasis in educational psychology, guidance and counseling, or psychology and completion of specified course work. *For professional endorsement,* three years of experience and 15 additional graduate hours in specified course work.

19. STAFF SPECIALIST. Valid for research and development, consultant, educational data processing, and educational media, including TV. Requirements: Bachelor's degree; three years of experience in the field of specialization. *For professional endorsement,* master's degree or 32 hours in the field, and three years of experience in a public school district.

Other Certificates Issued

20. ELEMENTARY, TEMPORARY. Valid for five years; nonrenewable. Issued only upon the request of a county superintendent and approval of the State Department of Education to persons enrolled in a program leading to the bachelor's degree, having completed a minimum of 96 hours, including 6 in student teaching.

21. SUBSTITUTE. Valid for five years; renewable. Limited to 20 days of consecutive service, with exceptions. Requirements: For elementary level, 62 hours, including 6 in elementary education; for secondary level, bachelor's degree, including 6 hours in secondary education.

New Hampshire

State Certification Officer. Harvey E. Harkness, Jr., Director of Teacher Education and Certification, State Department of Education, Concord, New Hampshire 03301.

General Requirements. No minimum age specified. No fee. Certificates are required of teachers, administrators, supervisors, and special service personnel in public elementary and secondary schools. Certificates are issued for five years to persons who have three years of experience in their present capacity, one in New Hampshire. They are renewable on recommendation of the superintendent of schools (superintendents' by the Commissioner of Education) for five years on 6 hours in appropriate courses or equivalent. A person with three years of experience who holds a master's degree is excused from this requirement.

Credentials To Accompany Application. Transcript; evidence of employment; personal information, including birthplace, age, address, college and university training, educational experience, and references.

CERTIFICATES AND REQUIREMENTS

Administrators

1. SUPERINTENDENT, PROFESSIONAL. Requirements: Eligibility for certificate 6, 7, or 8; master's degree; total graduate work, 60, including professional education, 30 (school finance, personnel, plant planning, curriculum development, public relations, law, administration, business management, and supervision), *or* completion of a program approved by the Northeastern commissioners of education; five years of public school experience, including three in administration and/or supervision.

2. ASSISTANT SUPERINTENDENT, PROFESSIONAL. Requirements: Master's degree; total graduate work, 45, including 15 in course work required for superintendents.

3. ELEMENTARY OR SECONDARY PRINCIPAL. Requirements: Eligibility for certificate 6, 7, or 8; master's degree or equivalent, including professional education (school administration, 3; school supervision, 3; curriculum development, 3; education evaluation, 3); three years of teaching experience on the level to be administered. For the professional or standard certificate, 30 additional graduate hours.

4. TEACHER CONSULTANT. Requirements: Eligibility for certificate 6, 7, or 8; master's degree or equivalent; total graduate work, 30, including professional education (school administration, school supervision, principles of learning, curriculum development, education evaluation, re-

medial reading, teaching language arts, teaching number concepts); three years of teaching experience. For the professional or standard certificate, 30 additional graduate hours.

5. GUIDANCE DIRECTOR. Requirements: Same as for certificate 9, plus two years of experience as a guidance counselor; graduate courses in organization and administration of a guidance program. For the professional or standard certificate, 30 additional graduate hours.

Teachers: Elementary and Secondary

6. ELEMENTARY. (Standard certificate, standard license, or provisional standard license.[4]) Requirements: Bachelor's degree in a program for elementary teachers.

7. GENERAL SECONDARY. (Standard certificate, standard license, or provisional standard license.[4]) Requirements: Bachelor's degree; secondary education, 18 (supervised student teaching, 6); major field, 30, with 6-18 hours in the subject to be taught.

8. SECONDARY, VOCATIONAL SUBJECTS. (Standard certificate, standard license, or provisional standard license.[4]) Requirements: Bachelor's degree; secondary education, 18 (supervised student teaching, 6). Specialization—agriculture, graduation from an approved program; distributive education, 30; home economics, 30; industrial arts, 30.

Special School Service Personnel

9. GUIDANCE COUNSELOR. Valid for school counseling for more than 50 percent of the school day. Requirements: Eligibility for certificate 6, 7, or 8; master's degree or equivalent; total graduate work, 30, including professional education in guidance, 21 (understanding the individual, understanding environmental opportunities, overview of guidance program, techniques of testing, individual counseling, group guidance, practicum in counseling). For a minor assignment, guidance counseling, 12. For a professional or standard certificate, 30 additional graduate hours.

10. SCHOOL LIBRARIAN. (Standard certificate or standard license.) Requirements: Bachelor's degree; library science, 24; professional education, 6.

11. SCHOOL NURSE-TEACHER. (Permit.) Requirements: Graduation from an accredited school of nursing; additional professional education, 30 (public health nursing, school nursing, family case work, child growth and development, special health problems, nutrition, health education, educational psychology, principles of education).

12. SCHOOL BUSINESS ADMINISTRATOR. Issued only if the State Board of Education has granted permission to a local or supervisory union board to create the position. Requirements: New Hampshire teaching credential, *or* bachelor's degree in business administration, accounting, or engineering; professional preparation which includes 12 hours covering school business management, school finance, school building (including planning, construction, maintenance), school law, and accounting.

[4] The provisional standard license is an *emergency* license issued to liberal arts graduates who have a minimum of 6 hours in professional education courses. They must acquire 6 hours in elementary or secondary professional education course work each year until the prescribed courses are completed.

New Jersey

State Certification Officer. Allan F. Rosebrock, Director, Teacher Education and Certification, State Department of Education, 225 West State Street, Trenton, New Jersey 08625.

General Requirements. Minimum age, 18. Fee, $5. Certificates are required of public school administrators, supervisors, elementary and secondary teachers, and special service personnel. Under certain conditions graduates of approved out-of-state teacher education programs and experienced and certificated personnel from other states may be certificated in New Jersey without meeting the specific requirements outlined for each certificate.

Credentials To Accompany Application. Evidence of U.S. citizenship or having applied for citizenship; evidence of legal age; oath of allegiance; official transcript of credits.

Certificates and Requirements

Administrators

1. SCHOOL ADMINISTRATOR. Required for superintendents; valid for assistant superintendent or principal. Requirements: Standard teaching certificate or equivalent; three years of teaching experience; master's degree; completion of state-approved curriculum, *or* a program of college studies in school administration, supervision, curriculum development, learner and the learning process, and academic disciplines related to school administration, 30 hours of which must be graduate, *or* out-of-state doctorate in educational administration or two-year specialist degree from a nationally accredited institution; three years of administrative or supervisory experience for at least half-time in administrative or supervisory duties (one year will be waived for doctor's degree and one year of internship may be included).

2. PRINCIPAL. Required for principal or vice-principal; valid for assistant superintendent of schools. Requirements: Standard teaching certificate; three years of teaching experience; master's degree; completion of state-approved curriculum; *or* a program of college studies in school administration, supervision, curriculum development, learner and the learning process, and academic disciplines related to school administration, 24 hours of which must be graduate; *or* out-of-state master's degree in educational administration from a nationally accredited program.

3. SUPERVISOR. Required for supervisors of instruction who do not hold a school administrator endorsement. *Supervisor* is defined as any school officer charged with authority and responsibility for the continuing direction and guidance of the work of instructional personnel. This endorsement also authorizes appointment as an assistant superintendent in charge of curriculum and/or instruction. Requirements: Standard teaching certificate, three years of teaching experience; master's degree; completion of state-approved curriculum; *or* a program of college studies (including 12 graduate hours) in supervision and curriculum development; *or* out-of-state master's degree in educational administration or supervision from a nationally accredited program.

4. DIRECTOR, STUDENT PERSONNEL SERVICES. Valid for supervisors or coordinators of guidance. Requirements: One year of teaching experience and three of guidance; bachelor's degree; general education, 30 (English, 6; social studies, 6; remainder distributed among the sciences, art, mathematics, and foreign language); professional education, 40 (various phases of guidance, 18; specific psychology, 10; 12 from among sociology, administration, supervision, and curriculum).

Teachers: Elementary and Secondary

5. NURSERY SCHOOL. Required for teaching in any nursery school established as part of the public school system; valid also to teach in kindergarten. Requirements: Bachelor's degree; completion of state-approved curriculum; *or* a program of college studies including 30 hours in specialized nursery school training, a teacher-training program, and 150 clock hours of student teaching in nursery schools on more than one age level (at least 90 in classroom teaching); *or* regular teaching certificate in another field and 6 credits in nursery school training.

6. ELEMENTARY. Required for teaching elementary grades K-8; also valid to teach reading, arithmetic, writing, and spelling in grades 7-12. Requirements: Bachelor's degree; completion of a state, nationally, or Northeastern States Compact approved program; *or* three years of out-of-state teaching experience on a bachelor's degree and valid standard elementary certificate; *or* New Jersey certification in another field and preparation in elementary teaching methods and educational psychology; *or* program of college studies including 45 hours in academic subject matter, 24 in professional education, and 150 clock hours in student teaching (at least 90 in classroom teaching.)

7. SECONDARY. Required for teaching designated fields in grades 7-12. Requirements: Bachelor's degree; completion of a state or nationally approved program; *or* three years of out-of-state teaching experience on a bachelor's degree and a valid standard certificate in the appropriate field; *or* a program of college studies which includes 30 hours in general education (6 each in English and social studies required), 15 hours in profes-

sional education, 150 clock hours of student teaching (at least 90 in classroom teaching), examination in physiology and hygiene (or study in such areas as biology and health) (does not apply to teachers of art, health education, home economics, industrial arts, music, physical education, and library studies), and credits in a teaching field as follows: art, 24; health education, 24; industrial arts, 30; English, 24; reading improvement, 24; speech arts and dramatics, 24; foreign language, 24; library studies, 24; mathematics, 24; vocal and instrumental music, 30; instrumental music, 24; vocal music, 24; physical education, 24; science 30; biological science, 24; earth science, 24; general science, 24; physical science, 24; social studies, 30; geography, 24; history, 24; political science and economics, 24.

8. SUBJECT OR FIELD CERTIFICATES. Required for teaching a subject or field in grades K-12. Requirements: Bachelor's degree; completion of a state or nationally approved program; *or* three years of out-of-state teaching experience on a bachelor's degree and a valid standard certificate in the appropriate field; *or* New Jersey secondary certification and preparation for elementary teaching or elementary certification and subject matter preparation; *or* a program of college studies which includes 30 hours in general education (6 each in English and social studies required), 15 in professional education, 150 clock hours of student teaching (at least 90 in classroom teaching), and specialization as follows: *Agriculture*—a major and two years of farm experience after age 14. *Art*—40. *Business education*—42, and 300 clock hours of related business experience. *Bookkeeping and accounting*—24. *Data processing*—12. *Distributive occupations*—15, and two years of work experience or a supervised internship. *General business education*—24. *Secretarial studies*—24. *Typewriting*—4, and a course in methods. *Driver education*—valid New Jersey certificate in another field; current driver's license; three years of driving experience; a course in driver education and training. *Foreign language*—24; each additional, 18. *Health education*—40. *Home economics*—30. *Clothing*—24. *Foods*—24. *Industrial arts*—40, and 300 clock hours of work experience; *or* high school graduation or equivalent, four years of work experience, and 40 hours in the field. *Music*—40. Instrumental music—32 and ability to play piano or organ and one other instrument. *Physical education*—40. *Reading*—approved master's degree program. *Recreation (permissive)*—40. *Vocational subjects*—high school graduation or equivalent and approved training and experience in the trade or occupation to be taught. *Vocational related subjects*—two years of approved experience.

9. SPECIAL EDUCATION. Valid for teachers of the handicapped (mentally retarded, physically limited, deaf or hard-of-hearing, blind and partially sighted, speech defective, socially and emotionally maladjusted, and children with multiple handicaps). Requirements: New Jersey teaching certificate; bachelor's degree, including 18 hours of specialized professional education. Special certificate: bachelor's degree and 30 hours in professional education, including 18 in the specialty, and student teaching.

Special School Service Personnel

10. SPECIAL SCHOOL SERVICES. Valid as endorsed. Requirements:

a. LIBRARIAN. Bachelor's degree and degree in library science, total preparation to include general education, 30; professional education, 9, plus 150 clock hours in student teaching.

b. NURSE. Graduation from an approved school of nursing and one year of experience as a nurse, *or* bachelor's degree; 30 in school nursing, specific methods and materials, specific curriculum construction, sociology, child growth and development, public health education.

c. PSYCHOLOGIST. Completion of a 60-hour graduate program, including educational foundations, 12, education of the handicapped, 6, testing and clinical techniques, 18, personality and behavioral development, 12; plus an externship of 450 clock hours.

d. SCHOOL OCCUPATIONAL THERAPIST. Bachelor's degree in an approved program; graduation from an approved school of occupational therapy.

e. SCHOOL PHYSICAL THERAPIST. Bachelor's degree in an approved program; graduation from an approved curriculum in physical therapy.

f. SOCIAL WORKER. Bachelor's degree, 24 hours

in education and social work, and three years of teaching or social work experience; *or* a master's degree from an approved school of social work.

g. STUDENT PERSONNEL SERVICES. Bachelor's or higher degree; standard New Jersey teaching certificate or completion of professional course-work required for such a certificate; one year of teaching experience; completion of approved graduate curriculum or a program of college study including 30 graduate hours in guidance and counseling, testing and evaluation, psychology, sociological foundations, and electives.

New Mexico

State Certification Officer. Helen M. Westcott, Certification Officer, State Department of Education, Santa Fe, New Mexico 87502.

General Requirements. Minimum age, 18. U.S. citizenship or declaration of intention. Fee, $1. Eight hours of credit must have been earned within the five years preceding application. Certificates are required of teachers, supervisors, and administrators in public and nonpublic elementary and secondary schools and must be filed with the employing school authority. Teachers certified in other states who do not meet New Mexico requirements but who hold a degree from a regionally accredited institution may be issued a New Mexico certificate with the understanding that deficiencies will be removed at the rate of 8 hours a year. Teachers certificated on this basis must present evidence of employment in New Mexico at the time of application.

There are two plans under which New Mexico regionally accredited institutions may elect to recommend graduates for certification.

Plan I. Without state approval of the teacher education program. In recommending graduates for certification, the institution will verify that a degree has been awarded and that the applicant is 18 years of age, possesses good moral character, and is free from mental or physical disabilities which would impair his effectiveness as a teacher. It will not verify that the candidate has met the intent of an approved program and will not verify fields and areas of endorsement.

Plan II. With state approval of the teacher education program. In recommending applicants for certification, the institution will verify that the applicant is 18 years of age, possesses good moral character, and is free from mental or physical disabilities which would impair his effectiveness as a teacher. It will verify that the candidate has met the intent of an approved program and will verify fields and areas of endorsement.

Credentials To Accompany Application. Official transcripts to be sent directly by the preparing institution.

CERTIFICATES AND REQUIREMENTS

Administrators

1. FIVE-YEAR ADMINISTRATIVE CERTIFICATE. Valid for superintendents (except elected county superintendents), principals, and supervisors. Requirements: Master's degree, including professional education, 20 (organization, administration, and supervision); three years of teaching experience in the area of administrative endorsement.

2. CONTINUING TEN-YEAR PROFESSIONAL ADMINISTRATIVE CERTIFICATE. Requirements: Eligibility for certificate 1; approved sixth-year program; five years of administrative experience.

Teachers: Elementary and Secondary

3. FOUR-YEAR PROVISIONAL ELEMENTARY CERTIFICATE. Valid for teachers of grades 1-8. Requirements: Bachelor's degree; general education, 48 (including 6 each in four areas selected from humanities and/or social science; behavioral science; biological and/or physical science; foreign language; communicative arts; mathematics; fine and practical arts; health, physical education, and/or recreation); elementary subject matter areas, 24 (at least 2 each in arithmetic; arts and crafts; social studies; health, physical education, recreation, and/or safety education; music; science; language arts and/or children's literature); subject matter specialization, 24 in one area or

18 each in two areas; professional education, 24 (student teaching, 6, and 18 in three areas selected from human growth and development, school counseling, methods and techniques, orientation, psychology); institutional recommendation.

4. CONTINUING FIVE-YEAR ELEMENTARY CERTIFICATE. Requirements: Eligibility for certificate 3; completion of 30 graduate hours in a planned fifth-year program, a major portion of which is in elementary school subject areas; total preparation should include general education, 48 (same as certificate 3, except 2 hours in two additional areas), elementary education, 36, subject specialization, 36 in one area or 18 in each of two, and professional education, 30; three years of experience during the preceding five years.

5. PROFESSIONAL ELEMENTARY LICENSURE. Valid for continuous service but becomes inactive after four years of nonuse. Requirements: Completion of the fifth-year program culminating in a master's degree.

6. FOUR-YEAR PROVISIONAL SECONDARY CERTIFICATE. Valid for teaching endorsed areas in grades 7-12. Requirements: Bachelor's degree; general education, 48 (same as certificate 3); professional education, 18 (student teaching, 6, and 12 in three areas selected from areas listed for certificate 3); subject matter areas, 48-60 (first teaching field, 24, second, 24; *or* first field, 24, second, 18, third, 18; *or* composite field 54); institutional recommendation.

7. CONTINUING FIVE-YEAR SECONDARY CERTIFICATE. (Endorsements require 24 hours for a teaching field and 10 for a specific teaching area, except typing and shorthand, 5.) Requirements: Eligibility for certificate 6; completion of 30 graduate hours in a planned fifth-year program, a major portion of which is in secondary subject areas; total preparation should include general education, 48 (same as certificate 4), teaching fields, 60 (one of 36 and one of 24), and professional education, 28; three years of experience during the preceding five years.

8. PROFESSIONAL SECONDARY LICENSURE. Validity same as for certificate 5. Requirements: Completion of the fifth-year program culminating in a master's degree.

9. ONE-YEAR KINDERGARTEN CERTIFICATE. Valid for teaching in state-approved nonpublic nurseries and kindergartens. Requirements: 60 college hours in the field and one year of kindergarten teaching experience.

10. FOUR-YEAR PROVISIONAL ELEMENTARY CERTIFICATE WITH KINDERGARTEN ENDORSEMENT. Valid for teachers in state-approved public or nonpublic kindergartens. Requirements: Eligibility for certificate 3; nursery, kindergarten, and primary education, 8 (theory, curriculum, content, methods and materials).

11. FIVE-YEAR KINDERGARTEN CERTIFICATE. Requirements: Graduation from an accredited institution; general education which includes physical and biological sciences, mathematics and philosophy, language and literature, social and behavioral sciences, and fine arts; early childhood education, 24 (growth, development, and learning; mental and physical health; school, parent, home, and community relationships and interactions; curriculum, content, methods, materials, experiences, and resources; supervised experience with children, 6; current problems, history, and philosophy of education; administration and organization of schools; relationship to grades 4-6).

12. SPECIAL EDUCATION CERTIFICATE. Valid for teachers of exceptional children in grades K-12. Requirements: Eligibility for certificate 3, 4, 5, 6, 7, or 8; bachelor's degree, including special education, 18 for a minor teaching area, 24 for a major (education of exceptional children, materials and methods for exceptional children, remedial reading and/or language development, and other courses distributed among education of the mentally retarded, activity therapy, abnormal psychology, mental deficiencies, guidance and testing, nature and needs of the physically handicapped, social psychology, and personality development); one year of experience or 3 hours of student teaching in special education.

13. FOUR-YEAR VOCATIONAL AGRICULTURE CERTIFICATE. Valid for teachers in departments reimbursed from federal vocational funds. Requirements: Bachelor of science in agriculture, including general education, 48 (same as certificate 3); technical agriculture, 60 (including 12 each in animal industry, plant industry, agricultural economics, and agricultural engineering); agricultural education, 15 (methods in agricul-

tural instruction; methods in farm mechanics; student teaching, six weeks); professional education, 4 (psychology and orientation); institutional recommendation.

14. CONTINUING FIVE-YEAR VOCATIONAL AGRICULTURE CERTIFICATE. Requirements: Eligibility for certificate 13; 30 graduate hours in a planned fifth-year program, total preparation to include general education, 48, technical agriculture, 18, agricultural or general education, 12, and professional education, 28; three years of teaching experience during the preceding five years.

15. PROFESSIONAL VOCATIONAL AGRICULTURE LICENSURE. Validity same as for certificate 5. Requirements: Completion of the fifth-year program culminating in the master's degree.

16. FOUR-YEAR VOCATIONAL HOME ECONOMICS CERTIFICATE. Valid for teachers in departments reimbursed from federal vocational funds. Requirements: Bachelor of science in home economics, including general education, 48 (same as certificate 3); home economics subject matter, 36 (9 each in clothing and textiles; foods and nutrition; family economics, management, equipment, and furnishings; family health and relationships and child growth and development); teaching minor in a home economics area or a different subject field, 18; professional education, 18 (student teaching, 6; home economics methods, 3; 9 hours in three areas selected from human growth and development, school counseling, methods and techniques, orientation, psychology); institutional recommendation.

17. CONTINUING FIVE-YEAR VOCATIONAL HOME ECONOMICS CERTIFICATE. Requirements: Eligibility for certificate 16; 30 graduate hours in a planned fifth-year program, total preparation to include general education, 48 (same as certificate 4), home economics subject matter, 18, home economics or general education, 12, and professional education, 28; three years of teaching experience within the preceding five years.

18. PROFESSIONAL VOCATIONAL HOME ECONOMICS LICENSURE. Validity same as for certificate 5. Requirements: Completion of the fifth-year program culminating in the master's degree.

19. FOUR-YEAR VOCATIONAL DISTRIBUTIVE EDUCATION CERTIFICATE. Requirements: Bachelor's degree with a major in business administration, economics, business education, marketing or some phase of distribution, vocational education, or a related field, including general education, 48 (same as for certificate 3); technical subject matter, 18 (retailing, wholesaling, salesmanship, marketing, credits and collections, advertising, display, economics, accounting, or other distributive subjects); professional education, 18 (secondary student teaching, 6; organization and administration, methods, conference-leading, coordination techniques, work experience in high school, and vocational guidance, 6; secondary education, psychology, and adult education, 6); institutional recommendation; 36 months of work experience in a distributive occupation.

20. CONTINUING FIVE-YEAR VOCATIONAL DISTRIBUTIVE EDUCATION CERTIFICATE. Requirements: Eligibility for certificate 19; 30 graduate hours in a planned fifth-year program, total preparation to include general education, 48 (same as certificate 4), business administration, 18, distributive or general education, 12, and professional education, 28; three years of teaching experience within the preceding five years.

21. PROFESSIONAL VOCATIONAL DISTRIBUTIVE EDUCATION LICENSURE. Validity same as for certificate 5. Requirements: Completion of the fifth-year program culminating in a master's degree.

Special School Service Personnel

22. FOUR-YEAR SCHOOL COUNSELOR CERTIFICATE. Requirements: Valid certificate 3, 4, 5, 6, 7, or 8; bachelor's degree; courses in guidance and counseling, 24, including 21 graduate (practicum, 3; remainder in theory, philosophy, and principles; psychological appraisal of the individual; psychology of careers and socioeconomic information; techniques; group procedures; research methods); recommendation of the institution in which a majority of the guidance courses were completed; one year of teaching experience.

23. PROFESSIONAL SCHOOL COUNSELOR LICENSURE. Validity same as for certificate 5. Requirements: Eligibility for certificate 3, 4, 5, 6, 7, or 8; master's degree; guidance credits, 45, including 42 graduate (see certificate 22; additional 21 in behavioral sciences, education, and related areas); institutional recommendation; four years of experience, including two in guidance and counseling.

24. ONE-YEAR SCHOOL SOCIAL WORKER CERTIFICATE. Requirements: Completion of the first graduate year leading to a master's degree from a school accredited by the Council on Social Work Education, including understanding the individual, social work methods, field placement, social welfare programs and community resources, and research methods; two years of supervised full-time paid social work in a child welfare, correctional, psychiatric, or family agency and a course in the foundations of education, *or* a valid New Mexico teaching certificate and two years of experience.

25. FOUR-YEAR SCHOOL SOCIAL WORKER CERTIFICATE. Requirements: Completion of the academic requirements for a master's degree in social work in an institution accredited by CSWE; one year of full-time paid experience as a school social worker (may be acquired during the first year of employment in New Mexico).

26. PROFESSIONAL SCHOOL SOCIAL WORKER LICENSURE. Validity same as for certificate 5. Requirements: Certificate 25 and three years of experience in school social work.

27. LIBRARY SCIENCE. Validity same as for the teaching certificate held. Requirements: Valid teaching certificate for the level of librarianship, plus 15 hours of professional library science for holders of four-year certificates and 18 for holders of five-year and professional certificates.

28. FOUR-YEAR SPEECH PATHOLOGY PROVISIONAL CERTIFICATE. Requirements: Master's degree; recommendation of the speech pathology program director in which a major portion of the training was completed and approval of the dean of education; general education, 48 (humanities and/or behavioral science; biological and/or physical science; foreign language; communicative arts; mathematics; fine and practical arts; health, physical education, and/or recreation; at least 6 in each of these four areas and 2 in two); behavioral and communicative sciences, 30 (well-integrated program meeting minimum standards of American Speech and Hearing Association); professional education, 18 (including 3 in orientation and a speech pathology practicum in public school); specialization, 36 (24 in speech pathology and 6 in audiology).

29. PROFESSIONAL SPEECH PATHOLOGY LICENSURE. Requirements: Three years of experience under certificate 28.

30. FOUR-YEAR AUDIOLOGY PROVISIONAL CERTIFICATE. Requirements: Master's degree; recommendation of the director of the audiology program in which a major portion of the training is completed and approval of the dean of education; general education, 48 (as in certificate 28); behavioral and communicative sciences, 30 (as in certificate 28); professional education, 18 (including 3 in orientation and an audiology practicum in public school); specialization, 36 (24 in audiology and 6 in speech pathology).

31. PROFESSIONAL AUDIOLOGY LICENSURE. Requirements: Three years of experience under certificate 30.

Other Certificates Issued

Certificates may be endorsed for teaching art, foreign language, health, physical education, and recreation, industrial arts, and music in grades K-12 by the applicant's completing general requirements for certification and 36 hours in the special field, including elementary and secondary student teaching and methods.

New York

State Certification Officers. Vincent C. Gazzetta, Director, Division of Teacher Education and Certification; William E. Boyd, Chief, Bureau of Teacher Education; Mike Van Ryn, Chief, Bureau of In-service Education; Charles C. Mackey, Jr., Associate in Teacher Certification; Earle E. Flatt, Chief, Bureau of Staff Development, State Education Department, Albany, New York 12224.

General Requirements. Minimum age, 18. Fee, $5. Certificates are required of administrators, supervisors, and teachers in public schools, nursery through secondary, and of special service personnel for whom certification standards have been established. Provisional certificates are issued for five years unless otherwise noted, and are convertible to permanent certificates upon completing

30 hours of appropriate graduate study beyond provisional certificate requirements, unless otherwise noted.

Credentials To Accompany Application. Official transcript.

Certificates and Requirements

Administrators

1. SCHOOL DISTRICT ADMINISTRATOR. Valid for continuous service. Requirements: Graduation from an approved institution, plus 60 approved graduate hours; total preparation must include 30 hours related to school administration and supervision; five years of teaching and/or supervisory experience in public schools.

2. SCHOOL ADMINISTRATOR AND SUPERVISOR. Valid for continuous service. Requirements: Graduation from an approved institution, plus 30 approved graduate hours to include 18 in school administration and supervision; three years of teaching, administrative, and/or supervisory experience.

Teachers: Elementary and Secondary

3. ELEMENTARY, PROVISIONAL. Valid for nursery school through grade 6. Requirements: Bachelor's degree; professional education, 24 and college supervised student-teaching experience. With the appropriate concentration, a certificate will be valid for teaching in the nursery school through grade 6 and an academic subject in grades 7-9.

4. ACADEMIC SUBJECTS, PROVISIONAL. Valid for teaching grades 7-12. Requirements: Bachelor's degree, including 12 hours in professional courses and supervised student teaching. Content preparation: English, 36; foreign languages, 24; mathematics, 18; social studies, 36; biology, 36; chemistry, 36; physics, 36; earth science, 36. All specific science certificates include general science if college preparation shows study in at least two science areas.

5. SPECIAL SUBJECTS, PROVISIONAL. Valid for teaching agriculture, art, commerce and distributive occupation subjects, industrial arts, health, home economics, library, music, physical education, recreation, speech, or other subjects offered in the public schools. Requirements: Bachelor's degree, including professional education, 12, and student teaching; technical preparation in special subject, 36.

6. TECHNICAL OR RELATED SUBJECTS, PROVISIONAL. Requirements: Bachelor's degree in architecture, art, engineering, or applied science, including secondary professional education, 18; three years of experience related to the subject for which the certificate is issued (one year of approved graduate study may be accepted in lieu of one year of experience).

Special School Service Personnel

7. GUIDANCE, PROVISIONAL. Requirements: Valid teaching certificate based on a bachelor's degree, plus 30 hours in appropriate graduate study, including 16 in appropriate preparation; two years of approved and appropriate teaching experience and one year of experience other than teaching. The permanent certificate may be issued upon completion of an additional 14 hours of appropriate preparation.

8. SCHOOL PSYCHOLOGIST, PROVISIONAL. Requirements: Five years of preparation, including 40 hours in appropriate preparation. Convertible to the permanent certificate upon completion of 52 hours in appropriate preparation.

9. SCHOOL NURSE-TEACHER, PROVISIONAL. Requirements: Current registration as a professional nurse in New York; 30 hours in specific courses.

10. DENTAL HYGIENIST-TEACHER, PROVISIONAL. Requirements: Current registration as a dental hygienist in New York; 6 hours in specific courses. The permanent certificate may be issued upon completion of 12 additional hours of training.

11. ATTENDANCE TEACHER, PROVISIONAL. Requirements: Bachelor's degree, including 12 hours of appropriate preparation. Convertible to the permanent certificate upon completion of an additional 18 hours of appropriate courses.

Other Certificates Issued

12. TRADES, PROVISIONAL. Requirements: High school graduation and apprenticeship and journeyman experience; 32 hours in specific preparation; pass a proficiency examination in the trade for which the certificate is desired.

North Carolina

State Certification Officer. J. P. Freeman, Director, Division of Teacher Education, State Department of Public Instruction, Raleigh, North Carolina 27602.

General Requirements. Minimum age, 18. Certificates are required of administrators, supervisors, and teachers in all public elementary and secondary schools, and of teachers in parochial and other nonpublic elementary and secondary schools. Certificates for teachers in public schools must be filed with the county or city superintendent. Initial certificates are issued for five years and are renewable for five-year periods on 6 credit hours or 6-unit combination of college study, experience, workshop, or travel.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state applicants are certificated on the basis of regional and national accreditation, home state approval, or other evidence of quality preparation. Official transcripts are required of all applicants.

National Teacher Examinations Scores Required for Certification. Certificates or ratings requiring a bachelor's degree or less require a minimum composite score of 950 on the NTE common and appropriate teaching area examinations. Graduate certificates require a minimum score of 550 on both the common and the area examinations. Advanced (sixth-year) certificates require a minimum score of 625 on each.

Certificates and Requirements

Administrators

1. SUPERINTENDENT. Requirements: Hold or be qualified to hold a teacher's certificate and a principal's certificate; five years of teaching and supervisory or administrative experience within the last ten years; master's degree with 18 hours in education, including foundations, organization and administration, curriculum, supervision, and administrative field experience; related disciplines, 12. Effective in 1973, a master's degree and 30 additional hours in an approved program for superintendents will be required.

2. PRINCIPAL. Requirements: Hold or be qualified to hold a Class A teacher's certificate; three years of teaching or supervisory experience within the last five years; master's degree (sixth year optional) with 14 hours in education, including foundations, organization and administration, curriculum, supervision, and administrative field experiences; related disciplines, 6.

3. SUPERVISOR. Requirements: Hold or be qualified to hold the graduate teacher's certificate; five years of experience within the last eight years; master's degree (sixth year optional) with 12 hours in education, including supervision, curriculum, learning and the learning process, organization and administration, and research.

4. SUPERVISOR OF STUDENT TEACHERS. Requirements: Hold or be qualified to hold a graduate teacher's certificate; 6 graduate hours in education (emphasizing general supervision; methods and techniques of supervising student teaching; administrative, cooperating school, and community relationships of the student teacher; relationship to the college, particularly the college supervisor); one or more years of successful experience under college supervision; recommendation of local administration (superintendent, supervisor, or principal) and college supervisor.

5. AUDIOVISUAL DIRECTOR. Requirements: Hold or be qualified to hold Class A teacher's certificate; master's degree, including educational communications, 9, foundations of education, 3, organization and administration, 3, and curriculum and supervision, 3.

6. SCHOOL PSYCHOLOGIST. Requirements: Bachelor's degree; 60 graduate hours, including a master's degree and theoretical and experimental psychological foundations, 21, psychological methods and techniques, 21, education, 15, and supervised field experience, 350 clock hours.

Teachers: Elementary and Secondary

7. ELEMENTARY (CLASS A PRIMARY OR GRAMMAR GRADES). Requirements: Bachelor's degree; professional education, 24 (psychological foundations, 6; sociological foundations, 6; elementary methods and materials, 6; teaching and practicum,

6); language arts, 12 (grammar and composition, 6; literature and children's literature, 6); social studies, 14 (American history, 6; geography, 6; government, 2) science, 6; mathematics, 3; music and art, 9; health and physical education, 4.

8. ELEMENTARY (GRADUATE). Requirements: Hold or be qualified to hold certificate 7; master's degree, including 12 hours of academic credit and 12 of education.

9. SECONDARY AND SPECIAL SUBJECT (CLASS A). Requirements: Bachelor's degree; professional education, 18 (psychological foundations, 4; sociological foundations, 6; curriculum materials and methods, 2; teaching and practicum, 6). Specialization—agriculture, 48; art, 36; Bible, 21; business education, 36; home economics, 48; library science, 18; mathematics, 30; music, 48; physical education, 36; science, 48; social studies, 42; special education, 30; speech, 30; trades and industries, 36.

10. SECONDARY AND SPECIAL SUBJECT (GRADUATE). Requirements: Hold or be qualified to hold certificate 9; master's degree, including 18 hours in subject(s) of certificate 9 and 6 in professional education.

11. SPECIAL VOCATIONAL PROGRAMS. (Industrial cooperative training, distributive education, and introduction to vocations.) Requirements for *provisional* certificate: Bachelor's degree; for industrial cooperative training or distributive education, two or more years of appropriate experience as a wage earner; for introduction to vocations, recommendation of the state supervisor of diversified and comprehensive vocational education. Requirements for *Class A* certificate: 12 hours in professional education.

Special School Service Personnel

12. COUNSELOR. Requirements: Hold or be qualified to hold a Class A teacher's certificate; one year of occupational experience; master's degree (sixth year optional), including education, 6, psychology, 6, counseling procedures and techniques, 9, society and culture, 6, and supervised practicum in counseling, 3.

North Dakota

State Certification Officer. Raymond W. Bangs, Director of Teacher Certification, State Department of Public Instruction, Bismarck, North Dakota 58501.

General Requirements. Minimum age, 18. Fee, $3-$5. Full- and part-time public and nonpublic school teachers and administrators are required to hold certificates issued by the state. Diplomas of graduates of schools of education of state colleges are accredited as certificates, based on a statement or requisition from the college. Initial certificates are valid for three years. Certificates must be recorded in the office of the county superintendent.

Credentials To Accompany Application. Statement of age; evidence of U.S. citizenship or declaration; oath of allegiance; professional and character references; record of college work from the registrar, to be supplied on a form furnished by the State Depatment. A transcript may be attached to this form.

CERTIFICATES AND REQUIREMENTS

Administrators

1. SUPERINTENDENT. Requirements: Master's degree in school administration qualifying the holder for an administrative credential; first-grade professional certificate; minimum of 16 hours in administration covering both elementary and secondary fields; four years of successful experience in education, two as an administrator.

2. SECONDARY PRINCIPAL. Requirements: Master's degree in secondary education (for schools with over 200 enrollment, grades 9-12), *or* 16 graduate hours in secondary education (for schools with under 200 enrollment, grades 9-12).

3. ELEMENTARY PRINCIPAL. Requirements: Master's degree in elementary education (for schools with over 500 enrollment, grades 1-8), *or* 8 graduate hours in elementary education (schools under 500 enrollment, grades 1-8).

Teachers: Elementary and Secondary

4. FIRST-GRADE PROFESSIONAL CERTIFICATE. Valid for three years for teaching all grades and subjects in elementary and secondary schools or majors and minors only in accredited high schools; convertible to a life certificate on 18 months of successful teaching within the state after date of issuance. Requirements: Bachelor's degree, including 16 hours in professional education, including student teaching.

Special School Service Personnel

5. PUBLIC SCHOOL COUNSELOR. Requirements for *standard credential:* First-grade professional certificate with 15 hours in specified guidance courses and practicum; two years of teaching experience and one year of other work experience. Requirements for *professional credential:* First-grade professional certificate; master's degree with a minimum of 24 hours of specified guidance courses and practicum; two years of teaching experience and one year of other work experience.

6. LIBRARIAN. Requirements: Bachelor's degree; first-grade professional certificate; 16 hours of library science in accredited schools.

7. TEACHERS OF EXCEPTIONAL CHILDREN, MENTALLY HANDICAPPED. Requirements: Valid professional certificate, plus additional requirements set by the director of special education.

8. SPEECH THERAPIST. Requirements: First-grade professional certificate, including a minimum of 33 hours of preparation as outlined by the Superintendent of Public Instruction. A major in speech pathology entitles the holder to teach in the field of specialty at all grade levels. Specific requirements: 18 hours in phonetics, anatomy, physiology and physics of voice, speech pathology, correction, therapy, clinical and laboratory methods and research; 9 hours in allied fields exclusive of speech arts; 200 clock hours of basic clinical training.

Other Certificates Issued

9. VISITING COUNSELOR. Based on first-grade professional certificate.

Ohio

State Certification Officer. Paul W. Hailey, Director, Division of Teacher Education and Certification, State Department of Education, Columbus, Ohio 43215.

General Requirements. No minimum age specified. Initial fee, $2; each renewal, $2. Certificates are required of administrators, supervisors, teachers, and school employees in pupil personnel service in all public and non-tax-supported schools. Certificates must be filed in the office of the superintendent. Initial certificates are valid for four years and renewable on successful experience.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on evidence of having completed a pattern of teacher education substantially equivalent to that required in Ohio colleges in an institution approved for teacher education by the home state. A transcript of credits is also required.

CERTIFICATES AND REQUIREMENTS

Administrators

1. PROVISIONAL SUPERINTENDENT. Requirements: Completion of a masters degree and certificate of advanced study or equivalent in a planned program, including continuous full-time residence, 10; total graduate credits, 60 (administration—one course each in general or elementary and secondary educational administration, finance, law, buildings, school-community relations, and staff personnel; supervision of instruction; curriculum; social and philosophical foundations; psychological foundations; research and/or evaluation; one professionally related discipline, such as sociology, economics, public administration, or business administration); 27 months of experience as executive head, assistant executive head, principal, assistant principal, supervisor, or member of the staff of a school system for which an administrative certificate is required, whose administrative or supervisory duties have required half-time or more.

2. PROVISIONAL SUPERVISORY. Requirements: Master's degree; professional education, 15 (research—reading and interpretation, design, necessary statistics; elementary and secondary curriculum; supervision; purpose and organization of the school; human growth and development); 45 months of successful teaching experience in the field for which the certificate is sought.

3. PROVISIONAL ELEMENTARY PRINCIPAL. Requirements: Eligibility for certificate 6; master's degree; professional graduate credits, 12 (elementary school administration, supervision, and curriculum); 27 months of successful teaching experience, including 18 in elementary grades under a provisional or higher elementary certificate.

4. PROVISIONAL SECONDARY PRINCIPAL. Requirements: Eligibility for certificate 7; master's degree; professional education (one course in each of general or secondary educational administration; general or secondary supervision of instruction; general or secondary curriculum; guidance; social, philosophical, or psychological foundations; and research and/or evaluation); 27 months of successful teaching experience, including 18 at the secondary level.

5. PROVISIONAL EXECUTIVE HEAD. Requirements: Master's degree; professional graduate credits (administration—one course in general or elementary and secondary educational administration and two selected from law, finance, buildings, and facilities; supervision; curriculum; social and philosophical foundations; psychological foundations; research and/or evaluation); 27 months of successful teaching experience; 9 months of satisfactory administrative or supervisory experience under the appropriate certificate.

Teachers: Elementary and Secondary

6. ELEMENTARY. Valid for teaching grades 1-8. Requirements: Bachelor's degree, including general education, 60 (language arts, 12-18; social studies, 18-24; science, 8-12; health and physical education, 3-6; arts and crafts, 4-8; music, 4-8; functional arithmetic, 3-6); professional education, 28 (understanding the learner, 3-6; teaching and the learning process, 9-12; purposes of education in a democracy, 3-6; student teaching, 6-12). For kindergarten teaching, the program must include 6 hours in kindergarten methods and materials.

7. SECONDARY, GENERAL. Valid for teaching endorsed subjects in grades 7-12. Requirements: Bachelor's degree, including general education, 30 (science or mathematics, 6; social studies, 6; literature or language, 6; fine or applied arts or religion and philosophy, 6; excess credit in any or all of above, 6); professional education, 17 (including human growth and development, school in relation to society, secondary curriculum and methods, student teaching); subject specialization.

8. SECONDARY, VOCATIONAL. Requirements: Same general and professional education as for certificate 7.

Special School Service Personnel

9. LIBRARIAN. Requirements: Same general and professional education as for certificate 7; library science, 30 distributed among bibliographic, technical, administrative, and field work.

10. SCHOOL COUNSELOR. Requirements: Master's degree, including course work in guidance, human growth and development, individual analysis, counseling, guidance information, practicum; one year of teaching experience, one year of employment in a nonteaching field, and one year in either teaching or nonteaching employment, or both.

11. SCHOOL PSYCHOLOGIST. Requirements: Master's degree; professional graduate credits, 24 (content of psychology, including human development, learning, and personality, 8; standardized group measurement and evaluation, 2; statistics, 2; psychological study of children, including laboratory experiences, 8; psychology of counseling and therapy techniques, 2; role and function of the psychologist in schools, 2); 9 months of successful, full-time internship in a school setting under the supervision of a qualified school psychologist at an approved institution.

12. VISITING TEACHER. Requirements: 20 hours of graduate credit in psychology, community organization, pupil personnel work, social case work, and administrative relationships; one year of teaching experience.

Oklahoma

State Certification Officer. Ronald Carpenter, Director, Division of Teacher Education and Certification, State Department of Education, Oklahoma City, Oklahoma 73105.

General Requirements. Graduation from a four-year accredited program. Fee, $1; renewal, $1. Certificates are required of administrators, supervisors, counselors, and teachers in all public schools and in accredited private and parochial schools. Certificates must be recorded in the office of the county superintendent for teachers in dependent schools. Initial certificates are issued for one year, renewable on 8 credit hours toward the standard certificate; for three years, nonrenewable; or for five years, renewable on three years of experience or 8 credit hours. College credit in American history and government and high school, college, or examination credit in Oklahoma history are required for the standard certificate.

Credentials To Accompany Application. In-state graduates are certificated on the basis of completion of an approved program bearing on the certificate requested, recommendation from the institution, and final approval by the State Board of Education. Out-of-state graduates are certificated on the basis of regional or state accreditation of the preparing institution, having completed a program bearing on the certificate requested. Also required: transcript; evidence of U.S. citizenship or declaration of intention; health certificate; evidence of employment for the temporary certificate. Limited reciprocity is granted to those who complete a four-year program in a college accredited by NCATE at the time of graduation.

Certificates and Requirements

Administrators

1. SUPERINTENDENT, STANDARD. Requirements: Certificate 2 and one year of satisfactory experience during its period of validity; completion of 30 graduate hours in school administration beyond the master's degree, including credit in general school administration, curriculum for elementary and secondary schools, measurements or statistics, school law, finance, school buildings, public relations, school survey, and program planning.

2. SUPERINTENDENT, PROVISIONAL. If the holder of a provisional certificate fails to hold an administrative position during its three-year period of validity, he may have the certificate reinstated for one year by completing 8 graduate hours in an approved program for the standard certificate. Requirements: Two years of teaching, supervisory, or administrative elementary and/or secondary experience, provided both experience and preparation cover both elementary and secondary schools; valid Oklahoma standard elementary, secondary, or life teaching certificate; master's degree from a regionally accredited institution, with a minimum of 8 graduate hours in school administration and professional education.

3. SECONDARY SCHOOL PRINCIPAL, STANDARD. Requirements: Certificate 4 and one year of experience during its period of validity; completion of 16 graduate hours in school administration beyond the master's degree in high school administration, curriculum, measurements, guidance, public relations, and program planning.

4. SECONDARY SCHOOL PRINCIPAL, PROVISIONAL. Not renewable but may be reinstated for one year by completing 8 graduate hours. Requirements: Two years of teaching, supervisory, or administrative experience; valid Oklahoma secondary standard or life teaching certificate; master's degree from a regionally accredited institution, with 8 hours in school administration.

5. ELEMENTARY SCHOOL PRINCIPAL, STANDARD. Requirements: Certificate 6 and one year of satisfactory experience during its period of validity; completion of 16 graduate hours in school administration beyond the master's degree, including credit in elementary school administration, curriculum, measurements or statistics, guidance. public relations, and program planning.

6. ELEMENTARY SCHOOL PRINCIPAL, PROVISIONAL. Not renewable but may be reinstated for one year by completing 8 graduate hours in an approved program for the standard certificate. Requirements: Two years of satisfactory teaching, supervisory, or administrative experience; valid Oklahoma elementary standard or life teaching certificate; master's degree from a regionally ac-

credited institution, with a minimum of 8 graduate hours in school administration and professional education.

Teachers: Elementary and Secondary

7. ELEMENTARY. Valid for teaching grades K-8. Requirements: Bachelor's degree, including general education, 50 (work in six areas selected from English, social studies, health and physical education, science, mathematics, humanities, psychology, foreign language, fine arts, practical arts); professional education, including child development, 21 (9 hours in student teaching, methods, and materials); specialization, 25 in specialized education for elementary teachers, with work in fine arts, science, arithmetic, social studies, language arts, health and physical education; academic area of concentration, 18.

8. SECONDARY, WITH ENDORSEMENTS. Requirements: Bachelor's degree, including general education, 50 (same as for certificate 7); professional education, 21 (9 hours in student teaching, methods, and materials). Specialization—agriculture, 24; art, 36; bookkeeping and clerical practice, 26; business education, 30; foreign language, 24; health and physical education, 30; home economics, 26; industrial arts, 30; journalism, 24; language arts, 32; mathematics, 24; combined instrumental and vocal music, 46; instrumental music, 40; vocal music, 40; science, 30; social studies, 30; speech, 24. Endorsed for a minor teaching assignment on 18 hours.

9. SECONDARY, VOCATIONAL SUBJECTS. Requirements: Bachelor's degree. *Vocational home economics*—specialization, 40; professional education, 17; related field, 10; U.S. history and government, 6; English, 8; health, 4. *Vocational agriculture*—technical and practical agriculture, 57; agricultural education, 14; American history and government, 6; science, 20; farm shop, 8; credit in Oklahoma history. *Distributive education*—technical field, 12; professional education, 12; professional improvement, 16. (Vocational certificates must be recommended by the state vocational supervisor.)

10. PROFESSIONAL CERTIFICATE. Requirements: Bachelor's degree and Oklahoma standard or life teaching certificate; three or more years of satisfactory school experience at the appropriate level; additional professional education, 8; additional specialized education, 8; additional electives, maximum of 16 in appropriate professional education, specialization, or other academic areas; all work must be for graduate credit culminating in a master's degree or with a master's degree otherwise obtained.

11. EARLY CHILDHOOD EDUCATION (NURSERY AND KINDERGARTEN), STANDARD. Requirements: Bachelor's degree; general education, 50 (including language arts, social studies, mathematics biological and physical science, art, drama, music, health and physical education, psychology); professional education, 21 (including child growth and development, social foundations of education, and psychology specific to early childhood education; student teaching, 6, including nursery and kindergarten; and work in history and philosophy of early childhood education, curriculum and methods of early childhood education); specialized education, 21 (curriculum of early childhood education—play, play materials and equipment, art, music, literature, science, and program planning; parent and school relationships—parent-teacher relationships, family life education, and family and human development; health and nutrition; speech correction).

12. SPECIAL EDUCATION. Requirements: Bachelor's degree; meet professional and general education requirements for standard teaching certificate; two years of teaching experience. *Speech therapy*—20; provisional, 8. *Slow learners*—specified areas, 6; related areas, 8; provisional specified areas, 6. *Sight conservation*—specified areas, 6, plus work in related areas; provisional specified areas, 6. *Deaf and hard-of-hearing*—18, and 18 in an academic area of concentration; provisional, 15; temporary, 12.

13. READING SPECIALIST. Requirements: Master's degree in reading or 30 graduate hours in appropriate courses; Oklahoma elementary, special education, or secondary language arts standard or life certificate; three years of teaching or clinical experience. For provisional certification, 20 graduate hours; temporary, 8.

Special School Service Personnel

14. SCHOOL COUNSELOR, STANDARD. Requirements: Standard or life teaching certificate; two

years of teaching experience; 12 months of work experience; master's degree with 22 hours of work in specific areas.

15. SCHOOL COUNSELOR, PROVISIONAL. Requirements: Standard or life teaching certificate; two years of experience; graduate credit, 18.

16. LIBRARIAN. Requirements: Bachelor's degree with general and professional education as in certificate 8; library science, 24.

17. VISITING COUNSELOR. Requirements: Meet all general requirements; two years of teaching experience; bachelor's degree; professional education, 18; graduate work in an accredited school of social work, 8.

18. SCHOOL PSYCHOLOGIST, STANDARD. Requirements: Complete all course requirements, including an appropriate internship, for the doctor's degree based on a program of studies emphasizing clinical psychology, individual testing, special education, and guidance; pass examination covering the course leading to the doctor's degree; endorsement as school psychologist by the preparing institution. *Provisional* requirements: Complete a minimum of 60 hours above the bachelor's degree with emphasis on clinical psychology, individual testing, special education and guidance; endorsement by the preparing institution.

19. SCHOOL PSYCHOMETRIST, STANDARD. Requirements: Master's degree or equivalent, with emphasis on individual and group testing, educational measurements and statistics; certification by the preparing institution of competency in individual and group testing. *Provisional* requirements: Minimum of 20 hours of graduate credit beyond the bachelor's degree with emphasis on testing, measurements, and statistics; certification of competency by the preparing institution.

20. SCHOOL NURSE. Requirements for *temporary certificate*, valid one year: Registered nurse in Oklahoma. Another certificate will be issued on completion of 8 hours applicable toward the standard certificate. Requirements for *standard certificate*. Beginning October 1, 1973, bachelor's degree, R.N. license issued by or acceptable to Oklahoma; general education, 50 (as outlined for certificate 7) specialized education, 30 in life science, physical science, social studies, and health science; professional education, 21 (8 hours of observation and practice school nursing).

21. AUDIOVISUAL SPECIALIST. Requirements: Admission to graduate study in an approved program and completion of 30 hours. Provisional certificate, 18; temporary, 8.

Oregon

State Certification Officers. James Ellingson, Director of Teacher Education and Certification; Grant Mills, Supervisor of Certification, Certification Section, Division of Instruction, Oregon Board of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310.

General Requirements. Minimum age, 18. Initial fee, $5; each renewal, $5. Certificates are required of public school teachers and administrators, grades 1-12. The teacher's certificate, health certificate, and contract must be recorded in the office of the county school superintendent each year prior to teaching. Initial elementary school certificates are issued for three years and are renewable for three years upon verification of one year of experience during the life of the certificate when application for renewal is made within five years of the last year of teaching; otherwise 6 hours are required for renewal. Initial secondary school certificates are issued for three years and are renewable for three years on 8 hours applicable to the five-year certificate.

Credentials To Accompany Application. Evidence of U.S. citizenship, good moral character, mental and physical health, and such other evidence as may be deemed necessary if so requested. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state applicants who are graduates of NCATE-accredited institutions are accepted on the same basis. An official transcript is required; also completion of the form, "Report of Preparation for Teaching."

Certificates and Requirements

Administrators

1. SUPERINTENDENT, STANDARD. Valid for five years; renewable on one year of use if renewal is applied for within five years of last administrative experience during the period of the standard teaching certificate. A lapsed certificate may be reactivated on an additional 6 hours. Requirements: Valid Oregon standard or five-year regular teaching certificate; five years of teaching and administrative-supervisory (at least two administrative-supervisory) experience; approved graduate program of 30 hours beyond the master's degree; institutional recommendation.

2. PRINCIPALS, STANDARD. Valid and renewable as certificate 1. Requirements: Valid regular teaching certificate for the level to be administered and three years of experience; approved graduate program of 22 hours beyond the master's degree; institutional recommendation. A basic certificate (valid two years, renewable once) is issued on partial fulfillment of requirements; a temporary certificate (one year, nonrenewable) is issued on the bachelor's degree, a regular teaching certificate, and three years of experience, at the request of the employing board.

3. SUPERVISOR. Requirements: Basic teaching certificate; completion of standard teaching norm (fifth year) in the area to be supervised; three years of teaching experience; 6 graduate hours appropriate for supervisors.

Teachers: Elementary and Secondary

4. ELEMENTARY. Valid in K-8, and in grade 9 in regularly organized junior high schools. Requirements: Bachelor's degree; 20 hours of education for teaching in elementary school and preparation in child growth and development, elementary methods, including teaching reading, and elementary supervised teaching.

5. SECONDARY. Valid in grades 9-12, and in regularly organized junior high schools. Requirements: Bachelor's degree, plus 30 hours of upper-division or graduate work, including 24 in professional education (6 in educational psychology, human growth and development, and philosophy or history of education; secondary school methods; secondary supervised teaching; two courses selected from curriculum and instruction, guidance and counseling, measurement and evaluation, social foundations of education, and improvement of reading in the high school); complete teaching norms as established in "Standards for Public Secondary Schools in Oregon, 1956."

6. SPECIAL EDUCATION. Requirements: Bachelor's degree; specialization as follows:

a. DEAF. Completion of a four-year course of study in an accredited college or professional or technical school that leads to graduation with a degree, and hold or be eligible for Certificate A issued by Conference of Executives of American Schools for the Deaf.

b. EXTREME LEARNING PROBLEMS. Eligibility for certificate 4; 16 hours in special education; institutional recommendation.

c. MENTALLY RETARDED. Eligibility for certificate 4 or 5; one year of teaching experience (or student teaching in both regular and special classes as part of preparation); institutional recommendation; 8 hours in special education.

d. PHYSICALLY HANDICAPPED. Eligibility for certificate 4 or 5; 14 hours in special education; institutional recommendation.

e. VISUALLY HANDICAPPED. Eligibility for certificate 4 or 5; 6 hours in special education and 2 of student teaching; institutional recommendation.

f. SPEECH CORRECTIONIST. Eligibility for certificate 4 or 5; 18 hours in speech and hearing; institutional recommendation.

7. SPECIAL SUBJECTS. Requirements: Certificate 4 or 5; specialization—art, 38; foreign language, 40; health and physical education, 31⅓; home economics, 36; music, 40; library, 20; industrial arts, 42.

8. VOCATIONAL EDUCATION. Requirements: Certificate 5; specialization—agriculture, 46⅔; distributive education, 28; trade and industrial and technical, 32; home economics, 32.

Special School Service Personnel

9. SCHOOL PSYCHOLOGIST. Requirements: Eligibility for certificate 4 or 5; one year of teaching experience; master's degree; 64 hours of special preparation in school psychology; institutional recommendation.

Other Certificates Issued

10. RESTRICTED CERTIFICATE, ELEMENTARY. Valid for one year. Issued on fewer requirements than for regular certification.

11. RESTRICTED CERTIFICATE, SPECIAL SUBJECTS. Valid only in the school district for which it is issued for a specific assignment and given only upon the recommendation of the employing superintendent and in specific areas such as music and art, such fields being specified annually by the State Board of Education. The applicant must present an official transcript showing evidence of meeting the norm in the area in which he is to be certificated.

12. SUBSTITUTE TEACHER CERTIFICATE. Valid for one year. May be issued to an applicant who has held a state teacher's certificate, either regular or emergency, and is valid only for the type and level of teaching indicated on the certificate. The holder is limited to 90 school days of substitute teaching in any one school year.

Pennsylvania

State Certification Officer. William L. Charlesworth, Director, Bureau of Teacher Education, State Department of Public Instruction, P.O. Box 911, Harrisburg, Pennsylvania 17126.

General Requirements. Minimum age, 18. No fee. Certificates are required of administrators, supervisors, and teachers in public elementary and secondary schools and state vocational or trade schools, and of special service personnel. An applicant shall have completed an approved program and be recommended by the preparing institution, or meet requirements stated for out-of-state applicants (graduation from an out-of-state college whose teacher education requirements are equivalent to those of Pennsylvania). The Superintendent of Public Instruction may, in addition, enter into a reciprocal certification agreement with the appropriate authority of another state. *Teaching* and *school service* certificates are of two types, each with three levels of achievement: Instructional I (Provisional), Instructional II (Permanent), Instructional III (Permanent, Master's Degree); and Educational Specialist I (Provisional), Educational Specialist II (Permanent), and Educational Specialist III (Permanent, Master's Degree). The initial certificate is issued for three years and becomes permanent on three years of successful experience in Pennsylvania public schools and 24 hours of graduate work. Administrative, supervisory, and vocational education certificates are also issued on three levels of achievement.

Credentials To Accompany Application. Evidence of U.S. citizenship, legal age, and good health; recommendation for the position and professional and character references furnished by the preparing institution.

CERTIFICATES AND REQUIREMENTS

Administrators and Supervisors

1. COUNTY, DISTRICT, AND ASSISTANT SUPERINTENDENTS. Valid for four years for superintendents in first-, second- and third-class districts and counties. Requirements: Provisional college certificate and six years of successful school experience, not less than three in a supervisory or administrative capacity; completion of an approved program and recommendation by the preparing institution. The approved program prepares the applicant for a Letter of Eligibility which makes him eligible to be commissioned by the Superintendent of Public Instruction.

2. ELEMENTARY PRINCIPAL, SECONDARY PRINCIPAL, AND DIRECTOR OF VOCATIONAL EDUCATION. Issued for any administrative area for which program approval has been granted by the Superintendent of Public Instruction. Requirements for *provisional* certificate: Minimum of five years of professional school experience; Instructional II, Educational Specialist II, or Vocational Instructional II certificate; completion of an approved graduate program in the direction, operation, supervision, and administration of organizational and general education activities of a school and recommendation of the preparing institution. The certificate shall be made permanent on three years of satisfactory experience and recommenda-

tion of the district or county superintendent under whom most recent service was performed.

3. SUPERVISORY CERTIFICATE. Valid for supervisors of elementary and secondary subjects and special fields. Issued for any supervisory area for which program approval has been granted by the Superintendent of Public Instruction. Requirements for *provisional* certificate: Instructional III certificate, Educational Specialist III certificate in the subject or area to be supervised, or Vocational Instructional III certificate; completion of an approved graduate program in the supervision and direction of activities of professional and nonprofessional employees and recommendation of the preparing institution. The certificate shall be made permanent on three years of experience and recommendation of the district or county superintendent under whom most recent service was performed.

Teachers: Elementary and Secondary

4. INSTRUCTIONAL CERTIFICATE, ELEMENTARY. Issued to persons whose primary responsibility shall be direct contact with learners in teaching-learning situations and for any instructional area for which program approval has been granted. Valid for early childhood (N, K, 1-3), elementary (N, K, 1-6), and middle grades (4-8). Requirements: Bachelor's degree; completion of an approved program appropriate for the level of certification. Certificate may be extended to include secondary subjects or be endorsed for elementary school librarian, special education, reading, and other fields, all upon completion of an appropriate approved program and recommendation by the preparing institution.

5. INSTRUCTIONAL CERTIFICATE, SECONDARY. Valid for grades 7-12 and may be endorsed for language arts, Latin, French, German, general science, physics, physics and mathematics, social studies, trade and industrial education, and special education where a bachelor's degree is valid. Requirements: Bachelor's degree; completion of an approved program and recommendation of the preparing institution. Validity may be extended for elementary school upon completion of an approved program and recommendation of the preparing institution.

6. INSTRUCTIONAL CERTIFICATE, SPECIALIZED AREAS. Valid for K-12 for teaching art, business, distributive education, health, health and physical education, home economics, industrial arts, music, or special education, and for school librarian. Requirements: Bachelor's degree; completion of an approved program and recommendation of the preparing institution.

7. VOCATIONAL INSTRUCTIONAL CERTIFICATE. Valid for persons completing nondegree requirements at Pennsylvania institutions with approved vocational programs and issued on three levels: I (Provisional), II (Permanent), and III (Permanent). The initial certificate is issued for three years and may be renewed for an additional four-year period upon completion of 18 hours in an approved program in the appropriate vocational field and recommendation of the superintendent or supervising principal. The certificate becomes permanent on three years of satisfactory teaching and 60 hours in an approved program in the appropriate field and recommendation of the supervising principal. The certificate may be extended to include an additional subject or area upon completion of an approved program and recommendation by the preparing institution.

Special School Service Personnel

8. EDUCATIONAL SPECIALIST CERTIFICATE. Issued to persons whose primary responsibility shall be to render professional service, other than classroom teaching, directly related to the personal welfare of learners and may include service to professional personnel working with learners. Valid for special service areas for which program approval has been granted. The certificate may be extended to include an additional area on completion of an approved program and recommendation by the preparing institution.

a. ELEMENTARY GUIDANCE COUNSELOR. Valid for nursery school through grade 8. Requirements: Master's degree; completion of an approved program and recommendation by the preparing institution.

b. SECONDARY GUIDANCE COUNSELOR. Valid for grades 7-12. Requirements: Master's degree; completion of an approved program and recommendation by the preparing institution.

c. SCHOOL PSYCHOLOGIST. Valid for nursery school through grade 12. Requirements: Master's degree; completion of an approved program and recommendation by the preparing institution.

d. OTHER SPECIALISTS include home and school visitor, school nurse, dental hygienist, coordinator of vocational education, and speech correctionist. Requirements: Bachelor's degree; completion of an approved program and recommendation by the preparing institution.

Endorsements

An endorsement by the Superintendent of Public Instruction shall extend an existing Instructional or Educational Specialist Certificate to include a subject or area of specialization. The candidate must complete an approved program and be recommended by the preparing institution. The areas of specialization include instructional media, dental hygiene, distributive education, conservation-outdoor education, elementary school librarian, reading, safe living, driver education, and special education (mentally retarded, socially and emotionally maladjusted, visually handicapped, physically handicapped).

Other Certificates Issued

9. INTERIM INSTRUCTIONAL CERTIFICATE may be issued at the request of the employing school district. Valid for five years; not renewable. Requirements: Bachelor's degree from a regionally accredited four-year college or university; acceptance for coursework in the field of certification at a regionally accredited institution in Pennsylvania which is approved for teacher preparation; guaranteed supervision by the school district and the institution during the first semester of the interim assignment.

a. SECONDARY. Undergraduate major in the teaching field; completion of a course in adolescent or educational psychology and a course in methods appropriate to the assignment.

b. ELEMENTARY. Completion of a course in human growth and development and a course in the teaching of reading in the elementary school.

c. MIDDLE SCHOOL. Undergraduate major in the teaching field; completion of a course in human growth and development and a course in the teaching of reading in the elementary school.

d. SPECIALIZED AREAS (K-12). Undergraduate major in the teaching field; completion of a course in human growth and development and a course in the teaching of reading in the elementary school.

The Superintendent of Public Instruction may waive the requirement of immediate affiliation with a Pennsylvania institution if impractical due to the number of interim teachers in the district, its distance from a cooperating institution, or time of employment. However, the employing district shall provide supervision during the first semester of assignment. The certificate may be revoked on issuance of an instructional certificate, discontinuance of employment, unsatisfactory performance, discontinuance of a program of studies, or, under the exceptional case provision, nonacceptance for course work within 120 days.

10. VOCATIONAL INTERIM CERTIFICATE. Issued at the request of the employing school district. Valid for three years; not renewable. Requirements: Evidence of adequate work experience beyond the learning period in the occupation to be taught; completion of an approved course in the orientation of teaching vocational education in the appropriate field; enrollment in the appropriate field of study at a regionally accredited college or university. The certificate may be revoked on issuance of an instructional certificate, discontinuance of employment, unsatisfactory performance, discontinuance of a program of studies, or failure to complete the occupational competency requirement for the Vocational Instructional Certificate during the first year.

Puerto Rico

(The requirements which follow are from the 1967 Edition. Puerto Rico did not report for 1970.)

Territorial Certification Officers. Maria Archeval, Assistant Secretary of Personnel; Antonio Bon Morales, Certification Officer, Department of Education, Hato Rey, Puerto Rico 00900.

General Requirements. Minimum age, 18. Teachers and administrators in the public school system of Puerto Rico and in nonpublic schools are required to hold appropriate certificates. Cer-

tificates are valid for four years and renewable for six years. Life certificates may be granted to persons with 50 months of satisfactory experience in Puerto Rican public or private schools, 30 as a teacher of the grade or subject of the certificate to be issued.

Credentials To Accompany Application. Official application form with satisfactory evidence of age, unimpeachable moral conduct, and physical ability to practice as a teacher; transcript.

Certificates and Requirements

Administrators

1. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Regular elementary teacher's certificate; two years of experience; 30 hours in supervision, administration, and curriculum of the elementary school; bachelor's degree.

2. SECONDARY SCHOOL PRINCIPAL. Requirements: Regular secondary teacher's certificate; two years of experience; bachelor's degree; 30 hours in supervision, administration, and curriculum of the secondary school.

3. VOCATIONAL HIGH SCHOOL PRINCIPAL. Valid for vocational high schools or vocational trade programs in high schools. Requirements: Bachelor's degree; 18 hours in courses in teaching of trades and 15 in educational administration and supervision; two years of experience as a teacher of industrial and vocational courses; two years of experience in industrial occupations.

4. SUPERINTENDENT OF SCHOOLS. Valid for assistants or superintendents in school districts. Requirements: Bachelor's degree; professional diploma in supervision and administration or a master's degree; a principal's or zone supervisor's certificate; two years of experience as a teacher.

5. ZONE SUPERVISOR. Separate certificates are issued for zone supervisors of English, health, art, and music. A master's degree is required for all zone supervisors, and there are additional requirements related to the field to be supervised.

6. GENERAL SUPERVISOR. Valid for general supervision in the field of specialization. Requirements:

a. ACADEMIC SUBJECTS. Master's degree with academic major; school administration and supervision, 15; three years of experience as a college teacher, curriculum technician, or supervisor, or one year as a superintendent.

b. SCHOOL SERVICES. Master's degree with a major in the service area, *or* for supervisor of Program for Cooperatives, 36 graduate credits in cooperative education; school administration and supervision, 15; three years of supervision experience.

7. CURRICULUM TECHNICIAN. Valid in field of specialization for evaluation of teaching materials, courses of study, teaching units, and for technical tasks directly related to the teaching program. Requirements: Master's degree with an academic major, 9 hours in subjects dealing with the school curriculum, regular teacher's certificate, and two years of experience; *or* master's degree with an academic major, 9 hours in subjects dealing with the school curriculum, and three years of college teaching experience.

Teachers: Elementary and Secondary

8. ELEMENTARY. Requirements: A normal diploma; *or* bachelor's degree in elementary education; *or* secondary teaching certificate, plus 15 hours in elementary education; *or* nonprofessional bachelor's degree, plus 24 hours in education, including 12 in elementary education, and student teaching in elementary school.

9. SECONDARY. Requirements: Bachelor's degree in secondary education; *or* bachelor's degree in elementary education, plus a major in some secondary school subject and a course in secondary education; *or* a nonprofessional bachelor's degree, plus 24 hours in education, including 12 in secondary education, student teaching at the secondary level, and a major in any subject taught in the secondary school.

10. ENGLISH IN ELEMENTARY SCHOOLS. Requirements: Normal diploma or bachelor's degree in elementary education, plus 18 hours in English above basic English courses; *or* bachelor's degree, plus 24 hours in elementary education, including a course in teaching English as a second language, 18 hours in English in addition to basic English, and student teaching in English at the elementary level; *or* secondary teaching certificate, plus 15 hours in elementary education and 18 hours in

English in addition to basic English, including the teaching of English as a second language.

11. ENGLISH IN SECONDARY SCHOOLS. Requirements: Bachelor's degree in secondary education with a major in English, including a course in teaching English as a second language; *or* nonprofessional bachelor's degree with a major in English and 24 hours in secondary education, including a course in teaching English as a second language, and student teaching; *or* bachelor's degree in elementary education, plus 15 hours in secondary education, a major in English, and a course in teaching English as a second language.

12. PHYSICAL EDUCATION. Requirements: Bachelor's degree in education with a major in physical education; *or* nonprofessional bachelor's degree, plus 24 hours in professional courses (including physical education), 30 hours in physical education, and student teaching.

13. INDUSTRIAL ARTS. Valid in secondary schools. Requirements: Bachelor's degree in secondary education with a major in industrial arts; *or* nonprofessional bachelor's degree with 24 hours in education (including teaching industrial arts), 30 hours in industrial arts, and student teaching.

14. ART. Requirements: Bachelor's degree in education with a major in art; *or* bachelor's degree with a major in plastic arts, plus 24 hours in education (including a course in teaching art), and student teaching.

15. MUSIC. Requirements: Bachelor's degree in education with a major in music education; *or* nonprofessional bachelor's degree, plus 24 hours in education (including a course in teaching music), 30 hours in music, and student teaching.

16. COMMERCIAL SUBJECTS. Valid in secondary schools. Requirements: Bachelor's degree in secondary education with a major in commercial subjects; *or* bachelor's degree in secretarial science, plus 24 hours in secondary education (including a course in teaching commercial subjects), and student teaching.

17. TEACHER-LIBRARIAN. Valid in secondary schools. Requirements: Bachelor's degree; secondary teaching certificate; 18 hours in library science; two years of secondary teaching experience.

Special School Service Personnel

18. SOCIAL WORK TECHNICIAN. Requirements: Bachelor's degree; 30 graduate credits in social work.

Rhode Island

State Certification Officers. Arthur R. Pontarelli, Deputy Commissioner of Education; Kenneth P. Mellor, Chief, Education Personnel Services and Scholarship Programs, State Department of Education, Roger Williams Building, Hayes Street, Providence, Rhode Island 02908.

General Requirements. Minimum age, 19. No fee. Certificates are required of administrators, supervisors, and teachers in public elementary and secondary schools, and special service personnel for whom standards have been established. Certificates must be on file with the local school employing official. Provisional certificates are valid for six years unless otherwise specified and are not renewable; holders must qualify for professional certificates, valid for life.

Credentials To Accompany Application. Transcript; evidence of U.S. citizenship; physician's statement of good health; statement of fitness for teaching from the preparing institution; two character references; prior service statements.

CERTIFICATES AND REQUIREMENTS

Administrators

1. SUPERINTENDENT, PROVISIONAL. Requirements: Master's degree or 36 hours of graduate work; 30 hours in organization and administration of a school system, including work in organization, administration, and supervision of instruction in the elementary and secondary schools, curriculum construction and evaluation, school-community relations, and related fields; eligibility for Rhode Island teacher's certificate; five years of experience, two on the administrative and/or supervisory level.

2. SUPERINTENDENT, PROFESSIONAL. Requirements: Three years of experience under certificate 1; 30 hours beyond the master's degree.

3. SECONDARY SCHOOL PRINCIPAL, PROVISIONAL. Requirements: Master's degree or 36 hours of graduate work; 15 hours in secondary school administration and supervision, including work in secondary school organization and administration, supervision of instruction, curriculum construction and evaluation, school-community relations, and related fields; eligibility for Rhode Island secondary teacher's certificate; three years of experience in secondary grades.

4. SECONDARY SCHOOL PRINCIPAL, PROFESSIONAL. Requirements: Three years of experience under certificate 3; 15 hours beyond the master's degree.

5. ELEMENTARY SCHOOL PRINCIPAL, PROVISIONAL. Requirements: Master's degree or 36 hours of graduate work; 15 hours in elementary school administration and supervision, including work in elementary school organization and administration, supervision of instruction, curriculum construction, school-community relations, and related fields; eligibility for a Rhode Island elementary teacher's certificate; three years of elementary teaching experience.

6. ELEMENTARY SCHOOL PRINCIPAL, PROFESSIONAL. Requirements: Three years of experience under certificate 5; 15 hours beyond the master's degree.

7. SPECIAL SUBJECT SUPERVISOR, PROVISIONAL. Requirements: Master's degree or 36 hours of graduate work; 15 hours in supervision, including one or more courses in supervision of instruction in the special subject field; eligibility for a Rhode Island teacher's certificate in the field and three years of experience.

8. SPECIAL SUBJECT SUPERVISOR, PROFESSIONAL. Requirements: Three years of experience under certificate 7; 15 hours beyond the master's degree.

9. SPECIAL EDUCATION SUPERVISOR, PROVISIONAL. Valid for three years for teachers, supervisors, directors, coordinators, consultants, or principals in a field of specialization. Requirements: Master's degree or 36 hours of graduate study; eligibility for a teaching certificate in the specialization and three years of experience; 15 hours in supervision.

10. SPECIAL EDUCATION SUPERVISOR, PROFESSIONAL. Requirements: Additional 15 hours of graduate study in a second special education area; three years of experience under certificate 9.

11. GUIDANCE SUPERVISOR, PROVISIONAL. Valid for three years. Requirements: Master's degree or 36 hours of graduate study; eligibility for Rhode Island counselor's certificate; 39 hours in guidance and counseling, including organization and administration of the guidance program; three years of experience as a counselor.

12. GUIDANCE SUPERVISOR, PROFESSIONAL. Requirements: Three years of experience under certificate 11.

Teachers: Elementary and Secondary

13. ELEMENTARY, PROVISIONAL. Valid for teaching grades K-8 except where 7 and 8 are organized on the secondary plan. Requirements: Bachelor's degree; professional education, 30 in courses approved for elementary teachers, including 6-12 in practice teaching. Two years of experience will be accepted in lieu of practice teaching. A special certificate (valid one year) may be issued to an appointee under a critic teacher in an approved training program on 18 hours in elementary education earned toward regular certification.

14. ELEMENTARY, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study; three years of experience under certificate 13.

15. SECONDARY, PROVISIONAL. Valid for grades 7-12 except where 7 and 8 are organized on the elementary plan. Requirements: Bachelor's degree; professional education, 18 in courses approved for secondary teachers, including 6 in practice teaching (or two years of experience). Specialization—English, history, modern or classical foreign language, mathematics, or speech, 18; agriculture, business, home economics, industrial arts, or social studies, 36; general, biological, or physical science, or chemistry, 24 (may include math, 6).

16. SECONDARY, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study, including 12 in the specialization (except foreign language 18, 6 of which may be in a related classical language); three years of experience under certificate 15.

17. SPECIAL SUBJECTS, PROVISIONAL. Valid in elementary and secondary grades. Requirements: Bachelor's degree; professional education, 18 in courses approved for special subject teachers, including 6 in practice teaching (or two years of experience). Specialization—art, 36; health and physical education, 36; library science, 18; music, 36.

18. SPECIAL SUBJECTS, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study, including 12 in specialization for art, health and physical education, or music, or 6 for library science; three years of experience under certificate 17.

19. VOCATIONAL EDUCATION, PROVISIONAL. Valid in secondary grades. Requirements: Bachelor's degree; work experience; 24 hours in professional and vocational education courses. A temporary certificate, valid one year, will be issued on a high school diploma and partial fulfillment of the 24-hour requirement.

20. VOCATIONAL EDUCATION, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study; three years of vocational experience under certificate 19.

21. SPECIAL EDUCATION. Requirements: Bachelor's degree; eligibility for Rhode Island teaching certificate. Specialization—24 for deaf and hard-of-hearing, physically handicapped, emotionally handicapped, blind and partially seeing, mentally retarded areas, and speech and hearing therapy; 6-12 hours of practice teaching. The latter requirement may be waived for two years of experience or, in speech and hearing therapy, for clinical practice.

22. SPECIAL EDUCATION, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study; three years of experience under certificate 21.

Special School Service Personnel

23. NURSE-TEACHER, PROVISIONAL. Requirements: Bachelor's degree; graduation from an approved school of nursing; registered nurse in Rhode Island; 36 hours of approved appropriate courses. A temporary certificate, valid one year, may be issued on partial fulfillment of the 36 hours.

24. NURSE-TEACHER, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study; three years of experience under certificate 23.

25. COUNSELOR, PROVISIONAL. Requirements: Bachelor's degree; eligibility for a Rhode Island teaching certificate; 24 hours in guidance, counseling, and/or psychology; two years of teaching experience.

26. COUNSELOR, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study; three years of experience under certificate 25.

27. HOME VISITOR, PROVISIONAL. Valid for home visitor or attendance officer. Requirements: Bachelor's degree; eligibility for a Rhode Island teaching certificate; 15 hours in child development or psychology, behavior problems, social case work, and child welfare and compulsory education laws.

28. HOME VISITOR, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study; three years of experience under certificate 27.

29. SCHOOL PSYCHOLOGIST, PROVISIONAL. Requirements: Master's degree or 36 hours of graduate study; 12 hours of appropriate education courses; 30 hours in appropriate courses for school psychologist.

30. SCHOOL PSYCHOLOGIST, PROFESSIONAL. Requirements: Three years of experience under certificate 29.

31. SCHOOL SOCIAL WORKER, PROVISIONAL. Requirements: Master's degree in social work.

32. SCHOOL SOCIAL WORKER, PROFESSIONAL. Requirements: Three years of experience under certificate 31.

South Carolina

State Certification Officer. George W. Hopkins, Director, Division of Teacher Education and Certification, State Department of Education, Columbia, South Carolina 29201.

General Requirements. Minimum age, 18. No fee. Teaching certificates are required of administrators, supervisors, and teachers in all public schools, grades K through 12. Administrative and supervisory certificates are recommended for all administrators and supervisors. Teachers in private and parochial schools are issued certificates only upon request. Certificates must be recorded in the office of the county superintendent. Applicants are required to take the National Teacher Examinations. Initial certificates are issued for two years and are renewable on prescribed additional work.

Credentials To Accompany Application. Prescribed health certificate; recommendation of preparing institution; transcript of credits to be sent directly to the State Department by the preparing institution.

Certificates and Requirements

Administrators

1. SUPERINTENDENT. Valid principal's or teacher's certificate with a grade of A or B on NTE; health report; five years of experience as a teacher or principal within seven years preceding application; completion of a two-year postbaccalaureate program for superintendents and institutional recommendation.

2. SECONDARY SCHOOL PRINCIPAL. Requirements: Valid secondary teacher's certificate; grade A or B on NTE; health report; three years of experience as a teacher or principal within five years preceding application; master's degree; 6 graduate credits in Area I; 9 graduate credits (on secondary level) in Area II; 3 graduate credits in Area III.

3. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Valid elementary teacher's certificate; grade A or B on NTE; health report; three years of experience as a teacher or principal within five years preceding application; master's degree; 6 graduate credits in Area I; 9 graduate credits (on elementary level) in Area II; 3 graduate credits in Area III.

4. SCHOOL SUPERVISOR. Requirements: Valid teacher's certificate in the area to be supervised (elementary or secondary); grade A or B on NTE: health report; five years of experience as a teacher or principal within seven years preceding application; master's degree; 6 graduate credits in Area I; 9 graduate credits (in area to be supervised) in Area II; and 3 graduate credits in Area III. (A course in techniques of supervision is required.)

Teachers: Elementary and Secondary

5. ELEMENTARY. Valid for grades 1-8. Requirements: Bachelor's degree; general education, 45 (English, 12; biological and physical sciences, 12, any combination of hours; social studies—at least two fields—12; appreciation of music, 2-3; appreciation of art, 2-3; health education, 2-3); professional education, 21 (directed teaching, 6; child growth and development, principles and philosophy, methods, materials, and curriculum, 12; reading, 3); special education, 15 (3 each in literature, art, music, health, and mathematics for elementary teachers).

6. SECONDARY. Valid in specified areas for grades 7-12. Requirements: Bachelor's degree, including general education as in certificate 5; professional education, 18 (student teaching, 6; human growth and development and principles, philosophy, and general techniques—secondary level—12). Specialization—agriculture, 60; art, 24; business education, 31½-39; distributive education, 24; English, 24; health and physical education, 24; home economics, 42; industrial arts, 24; French, 18-24; Spanish, 18-24; French-Spanish, 30-36; Latin, 12-24; library science, 24; teacher-librarian, 18; mathematics, 18; choral music, 30; instrumental music, 33; piano, voice, or violin, 30; science, 30; general science, 18; social studies, 30; history, 18.

7. SPECIAL EDUCATION. Requirements: Valid elementary teacher's certificate; 6 hours in child growth and development and/or methods and materials of teaching the basic subjects in the elementary school; 15 hours (3 in each area) in introduction to exceptional child education, nature

of mental retardation or of crippling and special health conditions, methods and materials of teaching the mentally handicapped or the physically handicapped, speech correction for the classroom teacher, arts and crafts for the elementary school child.

Special School Service Personnel

8. GUIDANCE COUNSELOR. Requirements: Valid teacher's certificate with grade A or B on NTE; health report; bachelor's degree; two years of teaching experience; 18-21 graduate credits, with 3 each in basic guidance (undergraduate credit acceptable), growth and development, guidance information, counseling techniques, and practicum, and 6 in appraisal of the individual. An advanced certificate is issued on the master's degree with 24-27 hours in courses as listed above.

9. TEACHER-COUNSELOR. Requirements: Possession of valid certificate 5 or 6; bachelor's degree; professional education in guidance, 12 (a basic guidance course and three of the following: analysis of the individual, educational measurement, educational and occupational information, counseling techniques, appropriate related fields and courses); two years of teaching experience.

Other Certificates Issued

10. VOCATIONAL TRADE CERTIFICATES. Trade certificates are issued in the same groups and classes as academic certificates. These certificates are based on training and experience in the trade in which the certificate is sought and the grade on the combined practice and theory examination in that trade. College credit is not an initial requirement but is a requirement for teaching after the first year and for advancement of the certificate.

Renewal and Advancement (All Certificates)

Probationary certificates are issued for two years. Intermediate professional certificates require two years of experience and 6 additional hours. Advanced professional certificates require seven years of experience and 6 hours in addition to the 6 required for the intermediate professional. Permanent professional certificates require 14 years of experience and 6 hours in addition to the 12 required for the advanced professional. Class II certificates require 18 hours of graduate credit, 6 in residence; grade A or B on NTE. Class I certificates require a master's degree in education, or a master's degree with 6 hours in professional education at the graduate level; grade A or B on NTE.

South Dakota

State Certification Officer. Lloyd T. Uecker, Director, Division of Teacher Education and Certification, State Department of Public Instruction, Pierre, South Dakota 57501.

General Requirements. Minimum age, 18. Fees for certificates, original and renewal: one-year validity, $5; three-year, $6; five-year, $10; life (Advanced Professional), $10. Certificates are required (a) in all public school districts for nursery schools, kindergartens, elementary, junior high, senior high, regular high, and post-high schools, and in adult education programs except for noncredit classes; (b) in federal schools operated by the Bureau of Indian Affairs which have a contract with a public school district which expends public funds or makes charges to parents for the education of their children; (c) in private and parochial schools which operate in lieu of public education as indicated in (a). Certificates must be registered before the opening of each school year in the office of the county superintendent.

Credentials To Accompany Application. For initial certificate—recommendation from approved institution, official transcript, evidence of legal age and U.S. citizenship, and oath of allegiance. For renewal—recommendation from last school employer, transcript of credits earned since original certificate or last renewal.

CERTIFICATES AND REQUIREMENTS

Only one basic certificate form is used and this is endorsed to show the following information:

A. Level of Academic Preparation

1. Less than two-year course
2. Approved two-year course

4. Bachelor's degree
6. Master's degree
7. Approved six-year course (specialist's degree)
8. Doctor's degree

B. Classification of Certificate

20. Limited
21. Nondegree elementary
22. Elementary
23. Secondary
24. General (K-12)
25. Advanced professional

C. Endorsement of Certificate

26. Elementary principal
27. Advanced superintendent
28. Secondary principal
29. Superintendent
30. County superintendent
31. Business administrator
32. School nurse
33. Teacher counselor
34. Counselor
35. Teacher of exceptional children (special education)
36. School speech and hearing clinician
37. School psychologist
38. School psychological examiner

D. Level of Teaching Validity

40. Common school (K-8)
41. Elementary grades K-8, grades 7-9 in a formally organized junior high school, and grades 5-8 in an approved middle school.
45. Secondary school grades 9-12, grades 7-9 in a formally organized junior high school, grades 7-8 in an approved middle school, and grades 10-12 in an approved senior high school.

E. Area of Major Academic Preparation (Bachelor's degree)

46. Elementary
50. Secondary
(Teachers must also meet accrediting standards for teaching in subject fields and areas as per regulations of the State Department of Public Instruction.)
51. Agriculture
52. Business education
53. Distributive education
54. Foreign language
55. Homemaking
56. Industrial arts
57. Language arts
58. Mathematics
59. Science
60. Social science
61. Trades and industries
62. Art (K-12)
63. Health and physical education (K-12)
64. Library (K-12)
65. Music (K-12)
66. Other

Requirements for Certificate Endorsements

1. CODE 20 LIMITED. Issued to teachers who do not meet all requirements for endorsement for either elementary or secondary certification. Issued at the request of a superintendent to persons with training in specialized pupil services, *or* specialized vocational education, *or* for emergency, temporary certification.

2. CODE 21 NONDEGREE ELEMENTARY (K-9). Valid in grades K-8 and grade 9 in junior high school (except in K-12 systems). Requirements: Approved two-year course for elementary teachers, including general education, 45, and professional education, 15 (student teaching, 3). The requirement for teaching elementary grades of a K-12 school system is a certificate backed by a bachelor's degree.

3. CODE 22 ELEMENTARY (K-9). Requirements: Bachelor's degree; completion of approved four-year curriculum, including professional education, 26 (student teaching, 6), subject areas, 27, and general education, 30.

4. CODE 23 SECONDARY (7-12). Requirements: Bachelor's degree with a major in an academic or special field and completion of an approved four-year curriculum, including professional education, 20 (student teaching, 6); specialization, 24 in a major or 18 in a minor (required for certification in any given field).

5. CODE 24 GENERAL (K-12). No longer issued but renewed for those who qualify.

6. CODE 25 ADVANCED PROFESSIONAL. Permanent certificate endorsement, kept in force on

evidence of experience or additional credits. Requirements: Five years of experience on a bachelor's degree teaching certificate; master's degree or 30 hours of graduate credit, the majority in professional education or the teaching field and at least 6 of the total earned within five years preceding the date of application for this certificate endorsement. (The latter requirement does not apply to applicants who have earned a master's degree within ten years of the date of application.)

7. CODE 26 ELEMENTARY SCHOOL PRINCIPAL. Requirements: Master's degree, including credits in elementary administration, supervision, curriculum, and guidance; Code 22 endorsement; two years of teaching experience in grades K-9.

8. CODE 27 ADVANCED SUPERINTENDENT. Requirements: Code 29 Superintendent endorsement and completion of a Code 7 approved six-year program (specialist's degree); *or* completion of a Code 8 approved doctoral program in school administration.

9. CODE 28 HIGH SCHOOL PRINCIPAL. Requirements: Master's degree, including credits in secondary administration, supervision, curriculum, and guidance; valid Code 23 endorsement; two years of secondary teaching experience.

10. CODE 29 SUPERINTENDENT. Requirements: Master's degree, including 18 hours of graduate credit in administration, supervision, guidance, and curriculum, with at least 6 elementary and 6 secondary; eligibility for Code 22 or 23 endorsement; three years of teaching experience in elementary or secondary schools.

11. CODE 30 COUNTY SUPERINTENDENT. Requirements: Code 22 endorsement or endorsement of equal or higher grade; two years of teaching experience in grades K-12.

12. CODE 31 BUSINESS ADMINISTRATOR. Requirements: Master's degree, including graduate credits in school accounting, finance, business administration, insurance management, building and grounds, and law; valid South Dakota teaching certificate; two years of experience.

13. CODE 32 SCHOOL NURSE. Requirements: Graduation from an approved school of nursing; registered professional nurse in South Dakota; bachelor's degree.

14. CODE 33 TEACHER COUNSELOR. Requirements: Code 22 or 23 endorsement; approval of the Division of Pupil Personnel Services.

15. CODE 34 COUNSELOR. Requirements: Master's degree; Code 22 or 23 endorsement; approval of the Division of Pupil Personnel Services.

16. CODE 35 TEACHER OF EXCEPTIONAL CHILDREN (SPECIAL EDUCATION). Requirements: Code 22 or 23 endorsement; approval of the Division of Pupil Personnel Services.

17. CODE 36 SCHOOL SPEECH AND HEARING CLINICIAN. Requirements: Code 22 or 23 endorsement; approval of the Division of Pupil Personnel Services.

18. CODE 37 SCHOOL PSYCHOLOGIST. Requirements: Master's degree with concentration essentially psychological in nature; approval of the Division of Pupil Personnel Services.

19. CODE 38 SCHOOL PSYCHOLOGICAL EXAMINER. Requirements: Master's degree with concentration psychological in nature; approval of the Division of Pupil Personnel Services.

NOTE: Requirements for code endorsement of areas of teaching qualifications are determined on institutional recommendation and inspection of official transcript. Major fields are indicated and minor fields only in a few special cases.

Tennessee

State Certification Officer. A. B. Cooper, Director of Teacher Education and Certification, State Department of Education, 123 Cordell Hull Building, Nashville, Tennessee 37219.

General Requirements. Minimum age, 18. Initial fee, $2; no fee for renewal. Certificates are required of superintendents, supervisors, and teachers in public schools, grades K-12, and must be recorded with the employing board of education. Only two types of certificates are issued: the teacher's professional certificate based on four years of college preparation, issued for ten years and renewable on five years of experience and an additional 6 hours of credit if issued on only the bachelor's degree; and the teacher's temporary certificate based on two years of college

work with a minimum of 60 hours, including 30 in general education. The temporary certificate is valid for two years and renewable for two-year periods with 8 hours of credit, 6 in residence. If the temporary certificate is issued on the bachelor's degree, 4 hours are required for renewal.

Credentials To Accompany Application. In-state graduates are certificated upon completion of an approved program and recommendation by the institution. Out-of-state graduates are certificated on the basis of state approval of the institution and completion of a program equivalent to this state's program. A transcript is required of all applicants.

Certificates and Requirements

Administrators

1. SUPERINTENDENT (ENDORSEMENT). Requirements: Endorsed only on teacher's professional certificate which has already been endorsed for principal or supervisor of instruction; master's degree with a major in educational administration, including areas such as school administration, supervision, curriculum development, school finance, housing and transportation, and community relationships; five years of experience in teaching and administration.

2. PRINCIPAL (ENDORSEMENT). Requirements: Endorsed only on teacher's professional certificate which has already been endorsed for grades 1-9, 7-12, or 1-12; master's degree with 10 hours in educational administration and supervision, including areas such as school administration, supervision, curriculum development, and community relationships.

3. SUPERVISOR OF INSTRUCTION (ENDORSEMENT). Requirements: Endorsed only on teacher's professional certificate already endorsed for grades 1-9 and grades 7-12; master's degree with 8 hours in supervision, administration, and curriculum development; three years of experience within the last five years.

4. SUPERVISOR OF ATTENDANCE (ENDORSEMENT). Requirements: Endorsed on teacher's professional certificate; bachelor's degree with 8 hours in such areas as counseling and guidance, community relationships, social case work, and laws relating to school attendance; five years of teaching experience.

Teachers: Elementary and Secondary

5. ELEMENTARY (ENDORSEMENT GRADES 1-9). Requirements: Bachelor's degree; general education, 40 (communication, 6; health and physical education, 6; humanities, 10; natural sciences, 8; social studies, 8; mathematics, 2); professional education, 24 (core professional, including psychological foundations of education and historical, philosophical and sociological foundations of American education; specialized professional, including materials and methods and student teaching, 4); specialized content, 26, including additional specified amounts in suggested areas in each of the areas listed in general education.

6. ELEMENTARY (ENDORSEMENT K-3). Requirements: Eligibility for certificate 5; included or additional professional education (kindergarten methods and materials; child growth and development, ages 5-10; student teaching, K-3).

7. SECONDARY (ENDORSEMENT GRADES 7-12). Requirements: Bachelor's degree; general and professional education as in certificate 5. Field of concentration—aeronautics, 12; general agriculture, 24; industrial arts, 30; fine and industrial arts, 36 (at least 14 in each); Bible, 12; business, 18 (endorsement for specific subject—bookkeeping, 10; typewriting, 6; shorthand, 6; business law, 6; economics, 12; salesmanship, 6; secretarial practice, 2; business machines, 2; business English, 2; business arithmetic 6; clerical practice, 2; consumer education, 2); English, 24; foreign language, 18 and 2 high school units, or 24; health, 16; home economics, 24; mathematics, 18; science, 32 (including three of the areas of biological science, chemistry, physics, and geology, with endorsement to teach areas with 8; endorsement in single areas, 16); social studies, 36 (endorsement for history, 18; for other single areas, 12); speech, 14; core curriculum, 30 in either language arts or social studies and 24 in the other, and 24 in science; vocational agriculture, vocational home economics, or distributive education, completion of a four-year approved curriculum; trade shop, completion of the state plan for vocational trade shop teachers.

8. GRADES 1-12 (ENDORSEMENT). Requirements: Bachelor's degree; general and professional education as in certificates 5 and 6. Field of

concentration—art, 24; health and physical education, 24; teacher-librarian, 12 in books for children, reference, organization of materials, and library administration, and endorsement in another area; librarian, 18, including above 12 and books for adults, audiovisual materials, and librarianship, and endorsement in another area; music, 36; instrumental music, 42; special education, 12-30, depending on specialty.

Special School Service Personnel

9. GUIDANCE COUNSELOR (GRADES 7-12.) Requirements: Eligibility for certificate 7; professional education in guidance, 18 (distributed among philosophy and principles of guidance services, personality organization and development, diagnostic tools, informational services, counseling techniques, statistics and/or research methodology, group methods in guidance, supervised practice, administration and organization of guidance services), or 14 hours in the first seven areas and one year of guidance counseling service prior to July 1, 1963; three years of teaching experience.

10. SCHOOL PSYCHOLOGICAL SERVICES WORKER. Requirements: Master's degree in psychology, including basic courses in psychology, 8; foundations of education, 6; statistics and research, 4; measurement and evaluation, 10; personality dynamics and counseling, 6; group dynamics and human relations, 2; internship, one-half year in a setting approved by the State Board of Education and the training institution.

11. SCHOOL PSYCHOLOGIST. Requirements: Doctor's degree in psychology, including all requirements for certificate 10 and additional credits as follows: basic courses in psychology, 4; foundations of education, 2; statistics and research, 4; measurement and evaluation, 2; personality dynamics and counseling, 6; group dynamics and human relations, 2, including those for certificate 9; internship, one year, including that required for certificate 10, in a setting approved by the State Board of Education and the training institution. As much as 13⅓ hours in psychology and education courses taken at the undergraduate level may be approved for certification purposes. A temporary certificate may be issued upon completion of 58⅔ hours of graduate courses in psychology and one-half year of internship; renewable for two years upon completion of 6 hours applicable to full certification. An applicant employed as a school psychologist for three years since September 1, 1957, may be certificated.

Other Certificates Issued

12. TEACHER'S TEMPORARY CERTIFICATE. Endorsed for grades 1-9 or for grades 7-12 in areas where subject requirements are met. Requirements: Two years of college work with 60 hours; general education, 30; professional education, 4, including psychology.

Texas

State Certification Officer. Bill E. Reeves, Director, Division of Teacher Education and Certification, Texas Education Agency, Austin, Texas 78711.

General Requirements. Minimum age, 18. Fee, $2 for provisional certificates; $3 for professional certificates; $2 for one-year permits issued on college credentials by the Texas Education Agency; $1 for emergency teaching permits when requested by the employing superintendent. Credit in a Texas college or university in a course or courses in Constitutions of the United States and of Texas and 6 hours in U.S. history are required for all certificates. Certificates are required of superintendents, principals, supervisors, counselors, librarians, nurses, and teachers in public elementary and secondary schools, and in special state schools such as those for the blind and the deaf. Certificates must be recorded in the county superintendent's office.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of state, regional, or NCATE accreditation or other evidence of quality of preparation, having completed

a program bearing on the certificate requested. Also required: transcript, evidence of legal age, U.S. citizenship, and oath of allegiance.

Certificates and Requirements

Administrators

1. SUPERINTENDENTS AND PRINCIPALS, PROFESSIONAL. Valid for superintendents and principals of school districts; permanent. Requirements: Professional certificate with a teaching specialization; master's degree; three years of teaching experience; 60-hour graduate program approved for administrators.

2. SUPERVISOR OF INSTRUCTION, PROFESSIONAL. Valid for grades 1-12; permanent. Requirements: Provisional certificate with a teaching specialization designation; three years of teaching experience in the assigned area; 30-hour graduate program approved for supervisors.

Teachers: Elementary and Secondary

3. ELEMENTARY. Valid for life for grades K-8 and grade 9 in junior high school. A professional certificate is available on 30 hours above the bachelor's degree in an approved program. Requirements: Bachelor's degree; general education, 60 (specification left to the preparing institution); professional education, 18 (elementary education, 12; student teaching, 6); content courses for teaching elementary grades, 12; academic minor, 18; combination area of courses appropriate to elementary curriculum, 12-18.

4. GENERAL SECONDARY. Valid for life for grades 7-12. A professional certificate is available as in certificate 3. Requirements: Bachelor's degree; general education, 60 (same as certificate 3); professional education, 18 (secondary education, 12; student teaching, 6); field of concentration, 48, or 24 in each of two fields.

a. DRIVER EDUCATION. Requirements: Meet requirements for certificate 4, plus 6 hours in safety and driver education, including an approved course for teachers of driver education.

5. SECONDARY VOCATIONAL SUBJECTS. Valid for life. A professional certificate is available as in certificate 3. Requirements: Bachelor's degree; general education, approximately 60; professional education, 18 (same as certificate 4). Field of concentration—*agriculture,* 54; *home economics,* 45; *distributive education,* three years of recent occupational experience in distributive business.

a. TRADES AND INDUSTRIAL EDUCATION. Valid for life. A professional certificate is available as in certificate 3. Requirements: High school graduation; two years of post-high school training; seven years of experience in the trade; 12 hours of specified teacher education courses. (An emergency permit may be issued to the employing superintendent when an applicant meets all requirements except the 12 hours in teacher education.)

6. SPECIAL SUBJECTS, ALL GRADES. (Art, health and physical education, music, speech-drama.) Valid for life for service as designated in grades 1-12. A professional certificate is available as in certificate 3. Requirements: Bachelor's degree; general education, 60 (same as certificate 3); professional education, 18 (professional, 6; elementary education, 3; secondary education, 3; elementary and secondary student teaching, 6); art, 48 (to provide the teacher with knowledge and skills required by a 12-grade curriculum); music, 48 (same as above); health and physical education, 24 (same as above and another teaching field of at least 24 hours); speech-drama, 48 (same as above).

7. TEACHERS OF EXCEPTIONAL CHILDREN. (Physically handicapped, retarded, deficient vision, deaf-deficient hearing, speech disorders.) Valid for life for teaching in the area(s) designated on the certificate. A professional certificate is available as in certificate 3. Requirements: Bachelor's degree; general education, 60 (same as in certificate 3); professional education, 18 (elementary education, 12; student teaching, 6). Student teaching for physically handicapped, mentally retarded, and deficient vision should be in both the special area and regular classroom teaching; for speech and hearing therapy and deaf or severely hard-of-hearing, in the special area. Field of concentration:

a. PHYSICALLY HANDICAPPED AND MENTALLY RETARDED. Survey course in education for exceptional children, 3; courses directly related to teaching physically handicapped or mentally retarded, as applicable, 9; completion of requirements in

content courses for teachers in elementary schools or secondary schools, whichever is applicable.

b. DEFICIENT VISION. Survey course in education for exceptional children, 3; courses directly related to teaching children who are partially sighted or blind, 12 (ability to read and write Braille and to teach the reading and writing of Braille must be included); completion of content course requirements for the elementary or secondary schools, whichever is applicable.

c. DEAF OR SEVERELY HARD-OF-HEARING. Survey course in education for exceptional children, 3; courses directly related to teaching deaf children, 18 (including 3 in techniques and interpretation of hearing tests, 6 in speech development for the deaf, 6 in language development for the deaf); content courses required for elementary schools, 9; professional education, 12.

d. SPEECH AND HEARING THERAPY. Survey course in education for exceptional children, 3; professional education, 12; speech and hearing, 27 (including 200 clock hours of clinical practice).

Special School Service Personnel

8. COUNSELOR, PROFESSIONAL. Valid in a designated area; permanent. Requirements: Provisional certificate and three years of teaching experience on the level to be served; 30-hour graduate program approved for counselors.

9. LIBRARIAN. Valid for life for service as a librarian in grades 1-12. A professional certificate is available as in certificate 3. Requirements: Bachelor's degree; certificate 3 or 4; 18 hours in library science, including 3 in school practice.

10. SCHOOL NURSE. Valid on all levels; validity depends upon current registration as a registered nurse. A professional certificate is available as in certificate 3. Requirements: The license of a registered nurse in Texas may be substituted for a bachelor's degree.

11. SCHOOL PHYSICIAN. Requirements: Doctor of medicine degree and a valid license to practice in Texas.

12. VISITING TEACHER. Requirements: Bachelor's degree; eligibility for certificate 3 or 4 and three years of experience; additional 36 hours above the bachelor's degree.

Other Certificates Issued

13. ONE-YEAR PERMIT. Issued to applicants who meet requirements for a valid certificate except the required course in Texas and U.S. Constitutions.

14. EMERGENCY TEACHING PERMIT. Issued upon the request of an employing superintendent who certifies to an emergency situation within his school district. Valid for one year only in the school system through which the request is made; renewable upon completing 6 hours of a plan for removing deficiencies for a valid certificate. Requirements: Bachelor's degree, or 90 hours and two years of teaching experience.

Utah

State Certification Officer. Vere A. McHenry, Administrator, Division of Teacher Personnel, State Board of Education, University Club Building, Salt Lake City, Utah 84111.

General Requirements. No minimum age specified. No fee. Certificates are required of administrators, supervisors, and teachers in all public schools, kindergarten through grade 12, and of nonteaching professional special service personnel. Certificates are issued for five years unless otherwise specified and are renewable for five years on 6 hours of approved graduate study.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of regional and NCATE accreditation of the preparing institution, required transcript, and recommendation of superintendents under whom they have previously taught.

CERTIFICATES AND REQUIREMENTS

Administrators

1. SCHOOL ADMINISTRATOR. Valid for five years. This certificate may be endorsed for the following assignments:

a. SUPERINTENDENT. Requirements: Hold or be eligible for certificate 2 or 3; bachelor's degree; completion of a planned two-year graduate program for administrators, preferably including the master's degree, and institutional recommendation; three years of acceptable experience as verified and endorsed by the local school districts on State Board of Education forms; one year of administrative experience or internship.

b. ELEMENTARY PRINCIPAL. Requirements: Hold or be eligible for certificate 2 issued upon completion of a four- or five-year preparation program; bachelor's degree; planned two-year graduate program for administrators, preferably including the master's degree, and institutional recommendation; three years of acceptable experience as verified and endorsed by the local school districts on State Board of Education forms, including one year of elementary administrative experience or internship.

c. SECONDARY PRINCIPAL. Requirements: Hold or be eligible for certificate 3 issued upon completion of a four- or five-year preparation program; bachelor's degree; planned two-year graduate program for administrators, preferably including the master's degree, and institutional recommendation; three years of acceptable experience as verified and endorsed by the local school districts on State Board of Education forms, including one year of secondary administrative experience or internship.

Teachers: Elementary and Secondary

2. ELEMENTARY SCHOOL TEACHER, BASIC PROFESSIONAL. Valid in grades 1-6 and in kindergarten where standards have been met for kindergarten efficiency endorsements; also valid in junior high school grades provided the applicant has a major and minor or a composite major in an assigned subject. This certificate does not cover professional services for which special certificates are required. Requirements: Bachelor's degree with 30% of total credits in a teaching field and 20% in professional education, including student teaching and psychology of learning. A statement of kindergarten efficiency will be added where requirements include 8 hours of kindergarten-primary student teaching (at least half kindergarten). Otherwise, kindergarten teachers are required to pass a special examination relating to kindergarten principles and practices.

3. SECONDARY SCHOOL TEACHER, BASIC PROFESSIONAL. Valid in grades 7-12. This certificate does not cover professional services for which special certificates are required. Requirements: Bachelor's degree with 34% of total credits in a teaching major and minor or composite major in subjects taught in Utah secondary schools and 17% in professional education, including student teaching and psychology of learning.

4. ELEMENTARY AND SECONDARY, PROFESSIONAL. Requirements: Hold or be eligible for certificate 2 or 3 and three years of experience verified on State Board forms; completion of a fifth year of approved planned preparation (may include master's degree or 36⅔ hours; must include 24% or 8 hours each in subject matter and professional education areas). The term of this certificate will be determined by the unexpired period in the life of the basic professional certificate when the experience requirement is met.

5. SECONDARY VOCATIONAL SUBJECTS. Requirements: Bachelor's degree; 22 hours in professional education (same as certificate 3); concentration in agriculture, distributive education, home economics, or industrial arts, 40.

Special School Service Personnel

6. COUNSELOR. Requirements: Certificate 2 or 3; two years of experience as a public school teacher; master's degree; 24 hours as outlined by the State Board of Education in counseling, understanding and studying the individual, information services, counseling services, administrative and community relationships (some related work acceptable as part of the 24 hours).

7. LIBRARIAN. Requirements: Bachelor's degree; certificate 2 or 3; professional education same as for certificate 2 or 3; 6 hours in the field of concentration in cataloging, classification, library methods, book selection for secondary schools, or children's literature for elementary schools.

Other Certificates Issued

8. TEACHERS OF EXCEPTIONAL CHILDREN.

9. SCHOOL SERVICE PERSONNEL.

Vermont

State Certification Officer. Robert B. Vail, Director of Teacher Education Services, State Department of Education, Montpelier, Vermont 05602.

General Requirements. Minimum age, 19; maximum age, less than 70 at the beginning of the school year. No fee. Certificates are required of administrators, supervisors, and teachers in public elementary and secondary schools, and of special school service personnel. Initial teaching certificates are called professional probationary, are issued for one year, are renewable upon recommendation of the employing administrator and convertible on two years of successful experience to three-year professional standard certificates. The professional standard is renewable for five years on 6 hours of college credit (applies also to five-year administrative or supervisory certificates).

Credentials To Accompany Application. In-state graduates, graduates of NCATE-accredited institutions, and graduates of institutions with state and regional accreditation located in the area covered by the Northeast Reciprocity Compact are eligible for certification on the basis of a statement from the preparing institution of satisfactory completion of a program bearing on the certificate requested. A transcript, character and professional references, and assurance of a position for non-residents are also required.

Certificates and Requirements

(Subject to revision in 1970.)

Administrators

1. SUPERINTENDENT OF SCHOOLS. Requirements: Standard teaching certificate; master's degree; five years of administrative or teaching experience within the last seven years, including both the elementary and secondary levels; 24 hours of professional education, including educational psychology, history of education, school administration, philosophy or principles of education, methods of teaching in elementary and secondary subjects, and others such as the psychology of the common school branches, curriculum construction, supervision of elementary instruction, rural education, rural-urban sociology, methods of research and statistics; credentials covering personal qualities, character, and success in instruction and administration.

2. HIGH SCHOOL PRINCIPAL. Requirements: High school professional standard certificate; 30 hours of graduate credit with 18 in professional education, including high school organization and administration, supervision of secondary education, curriculum construction and evaluation, guidance, tests and measurements, and either educational psychology or mental hygiene or philosophy of education unless taken as part of the undergraduate program.

3. JUNIOR HIGH SCHOOL PRINCIPAL. Requirements: Junior high school professional standard certificate; graduate work similar in quantity and scope to that for certificate 2, except that courses in the elementary or secondary field are applicable.

4. ELEMENTARY SUPERVISOR. Requirements: Elementary professional standard certificate; 24 hours of graduate work, including supervision of elementary education, child growth and development, curriculum development and evaluation, teaching reading or language arts, group or individual tests.

5. ELEMENTARY SUPERVISING PRINCIPAL. Requirements: Elementary professional standard certificate; 18 hours of graduate work in administration, curriculum, guidance, supervision, and group or individual tests, all in elementary education.

6. ELEMENTARY TEACHING PRINCIPAL. Requirements: Elementary professional standard certificate; 6 hours of graduate work, including elementary administration.

Teachers: Elementary and Secondary

7. KINDERGARTEN. Requirements: Bachelor's degree in a program for kindergarten teachers in an institution approved by the State Board of Education; *or* completion of a similarly approved program for the preparation of elementary teachers, plus 9 hours in theory, curriculum, content, methods and materials, and student teaching on the kindergarten level.

8. ELEMENTARY. Valid for teachers of all subjects in grades 1-8. Requirements: Bachelor's degree in a program for elementary teachers in an institution approved by the State Board of Education.

9. JUNIOR HIGH. Valid for teachers of all general subjects in grades 6-9. Requirements: Bachelor's degree; general education, 48 (English, 15; life and physical science, 12; mathematics, 6; social sciences, 15); professional education, 24, including child and adolescent development, reading, and student teaching; specialization, major for high school teaching, or two of the following: English, 24; math, 18, starting with analytics or calculus; sciences, 36; social sciences, 36.

10. HIGH SCHOOL. Valid for teachers of all general subjects in grades 9-12. Requirements: Bachelor's degree in a program for high school teachers in an institution approved by the State Board of Education. Approved programs include a major of 24-30 hours (48 if the major is a combination of social studies or sciences) in a high school teaching field, and 18 hours of professional education including methods, observation and student teaching, and work in three areas selected from overview of education, history and philosophy of education, psychology of education or learning, and understanding the individual.

11. VOCATIONAL AND SUBJECT CERTIFICATES. Valid for teachers of endorsed subjects. Requirements: Bachelor's degree; professional education same as for certificate 10. Field of concentration —art, 36; health and physical education instructor, 18, director, 36; music, 36; librarianship, 30; teacher-librarian, 12; vocational agriculture, 36; homemaking, 36; distributive education, 24 (professional education, 12; concentration, 12); industrial arts, 48 (professional education, 12; vocational-industrial education, 12; shop, 24), and one-half year of experience in industry; trade and industrial education, two years of experience beyond apprenticeship and 12 hours in teacher training. (Teachers of trade and industrial related subjects in day-school classes need a degree in engineering or industrial arts education, one year of trade or industrial experience, and 6 hours of teacher training.)

Special School Service Personnel

12. DENTAL HYGIENIST. Requirements: Registered hygienist in Vermont.

13. GUIDANCE COUNSELOR OR DIRECTOR. Requirements: Professional standard certificate; two years of teaching experience; 15 hours of graduate work in guidance, including principles or introduction to guidance, counseling, and group or individual tests. *Guidance directors* need an additional 15 graduate hours.

Other Certificates Issued

14. ELEMENTARY PROFESSIONAL THREE-YEAR and ELEMENTARY PROFESSIONAL TWO-YEAR. Valid in grades 1-8; issued to elementary teachers with two or three years of approved preparation and with teaching experience between 1940 and 1952. Two-year certificates will not be valid after July 1, 1970.

Virginia

State Certification Officer. A. Gordon Brooks, Director, Division of Teacher Education and Certification, State Board of Education, Richmond, Virginia 23216.

General Requirements. Minimum age, 18. U.S. citizenship. No fee. Virginia law provides that no teacher can be regularly employed or paid from public funds unless he holds a certificate in full force in accordance with State Board of Education certification regulations. Virginia issues only two regular renewable certificates, the collegiate professional and the postgraduate professional; and one provisional, nonrenewable certificate, the collegiate. Each of these authorizes teaching or other service only in fields endorsed on the certificate, the endorsements being determined by the applicant's transcripts.

Credentials To Accompany Application. Personal data form; recommendation of preparing institution and last employing officer; official transcript to be sent directly by the institution.

Certificates and Requirements

A. COLLEGIATE PROFESSIONAL. Valid for five years. Requirements: *High school teachers*—bachelor's degree; general education, 48 (English, 12; social science, 12, to include U.S. history; health and physical education, 6; science, 6; mathematics, 6; music, foreign language, and/or art, 6); professional education, 15. *Elementary teachers*—bachelor's degree; general education, 59 (English, 18, to include children's literature and language arts; social science, 15, to include U.S. history and a course in geography; health and physicial education, 6; science, 8; mathematics, 6; art, 3; music, 3); professional education, 18.

B. POSTGRADUATE PROFESSIONAL. Valid for ten years. Requirements: Certificate A; three years of successful teaching or supervisory experience at the elementary or secondary level; recommendation of the division superintendent of schools; master's or doctor's degree.

C. COLLEGIATE. Valid for three years for high school teaching. Requirements: Bachelor's degree with sufficient credit for endorsement in one or more academic fields; recommendation of the preparing institution. The applicant must meet requirements in professional education for certificate A within five years.

Administrators

1. DIVISION SUPERINTENDENT. Requirements: Master's degree; graduate work, 60 (history or philosophy of education, supervision and curriculum development, administration, finance, law, plant, personnel management or school-community relations, research or statistical methods); evidence of good character, outstanding ability, and leadership qualities; five years of full-time public school administrative or supervisory experience, including two in a principalship; a portion of the required professional training or experience must have been attained within the four years preceding application.

2. HIGH SCHOOL PRINCIPAL. Requirements: Certificate B and three years of experience as a teacher, administrator, or supervisor, some at the secondary level; graduate credit in administration, supervision, and curriculum.

3. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Certificate B; professional education should include graduate study in supervision, administration, and curriculum; three years of successful experience as a teacher, administrator, or supervisor, some at the elementary school level; leadership qualities and personal characteristics necessary for working with teachers, parents, and children.

4. SUPERVISOR. Requirements: Certificate B; 12 hours of graduate study in supervision and related fields, such as curriculum development, school organization and administration, instructional procedures and materials, research techniques, interpretation and use of tests, evaluation of instruction, and child growth and development; leadership qualities and personal characteristics necessary for working effectively with teachers, principals, and other adults; five years of recent and successful school experience.

Teachers: Elementary and Secondary

5. ELEMENTARY. Requirements for *grades 4-7:* Certificate A or B with student teaching in one or more of grades 4-7. Requirements for *grades 1-3:* Certificate A or B with student teaching in one or more of grades 1-3.

6. KINDERGARTEN. Requirements: Same as for endorsement in elementary education except student teaching in kindergarten and some special work dealing with health, educational, and developmental needs of children from 3 to 6 years of age.

7. HIGH SCHOOL. Endorsement to teach a subject in high school may be placed on certificate A or B, and except where otherwise indicated, on certificate C. Requirements for endorsements: Vocational agriculture—completion of curriculum in an approved college and a B.S. in agricultural education; art—30; business education—45; dramatics—12; driver education—specific preparation in the field; English—30, health and physical education—36; vocational home economics—45, and bachelor's degree from approved college; industrial arts—30; journalism—12; mathematics—27; mechanical drawing—6; music—36; psychology—24; public speaking—12; biology—24; chemistry—24; physics—20; general science—

24; history and social science—42; economics—18; geography—18; government—18; history—24; sociology—18; distributive education—technical education, 18, and work experience; library science—18, and 3 hours of school library practice.

8. SPECIAL EDUCATION. Requirements: Certificate A and specific endorsement requirements as follows: deaf, 33; emotionally maladjusted, 30; mentally retarded, 27; physically handicapped, 27; speech correction, 33; visually impaired, 30.

Special School Service Personnel

9. VISITING TEACHER. Requirements: Certificate A; 18 hours of graduate study in four areas selected from psychology, mental health, child welfare, case work, problems of the visiting teacher, and guidance; three years of successful classroom teaching experience or a combination of teaching and social work experience; personal qualities needed to command respect and exercise leadership.

10. GUIDANCE COUNSELOR. For assignment for three or more periods a day in one or more schools in counseling and related guidance services. Requirements: Certificate A; one or more years of successful teaching experience; 15 hours (preferably graduate) in counseling, tests and measurements, and two other areas selected from principles and practices of guidance, occupational education information (including curricular offerings), and understanding the individual (in relation to his educational needs); personal qualities which merit the confidence and respect of pupils, parents, teachers, and school administrators. A *coordinator* of guidance services within a school should have completed a graduate course in organization and administration of a guidance program. A coordinator of guidance services within a school division should have completed a graduate course in methods of educational research.

Washington

State Certification Officer. Wendell C. Allen, Assistant Superintendent for Teacher Education and Certification; Boydie E. Rich, Supervisor of Certification, State Office of Public Instruction, Old Capitol Building, Olympia, Washington 98501.

General Requirements. Minimum age, 18. Fee, $1. Certificates are required of administrators, supervisors, and teachers in all public schools, kindergarten through high school, and in private and parochial schools, and must be registered in the office of the county superintendent. The initial teaching certificate is issued for three years and is renewable for three years unless otherwise specified; may be converted to a standard certificate, valid for continuous service and for five years thereafter, upon completion of a fifth year of college study and two years of successful experience.

Credentials To Accompany Application. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested and a transcript of the college record. Out-of-state graduates are certificated on the basis of records from an institution accredited by its state board of education showing that requirements for certification have been satisfied. Also required: Evidence of U.S. citizenship or declaration of intention, health certificate, and evidence of employment in the case of out-of-state applicants.

CERTIFICATES AND REQUIREMENTS

Administrators

1. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Standard general or elementary teaching certificate; for the *provisional* credential, three years of successful teaching experience, including two elementary, and 16 hours beyond the bachelor's degree in an approved program in school administration, curriculum, and supervision, 6 of them earned after completion of the fifth college year; for the *standard* credential, three years of successful experience as a principal, including two in an elementary school with six or more teachers, 8 additional hours in an approved program, and a master's degree.

2. SECONDARY SCHOOL PRINCIPAL. Requirements: Standard general or secondary teaching

certificate; for the *provisional* credential, three years of successful teaching experience, including two years in a junior, senior, or four-year high school, and 16 hours beyond the bachelor's degree in an approved program in school administration, curriculum, and supervision, 6 of them earned after completion of the fifth college year; for the *standard* credential, 8 additional hours in an approved program and three years of successful experience as a secondary principal, including two in an accredited junior, senior, or four-year high school, and a master's degree.

3. GENERAL PRINCIPAL. Requirements: Standard teaching certificate; for the *provisional* credential, three years of successful teaching experience, including one elementary and one secondary, and 16 hours beyond the bachelor's degree in an approved program in school administration, curriculum, and supervision, 6 of them earned after completion of the fifth college year; for the *standard* credential, three years of successful experience as a principal, including one in an elementary school of six or more teachers and one in an accredited junior, senior, or four-year high school, 8 additional hours in an approved program, and a master's degree.

4. SUPERINTENDENT. Requirements: Standard teaching, standard elementary, or standard secondary certificate; three years of successful teaching and four years of successful administrative experience; 8 hours in an approved program in school administration, curriculum, and supervision in addition to courses required for the standard principal's credential; for the *standard* credential, three years of successful experience as a superintendent and 8 additional hours in approved courses.

Teachers: Elementary and Secondary

5. PROVISIONAL TEACHING CERTIFICATE. Valid for grades K-12. Requirements: An approved program of teacher preparation. State guidelines recommend 35% general education, 35% subject specialization, 20% professional, and 10% electives. Fifty percent of the fifth-year study should be at upper-division or graduate level and no more than 8 hours of credit should be through extension or correspondence study.

6. SECONDARY, PROVISIONAL. Valid for grades 7-12. Requirements: Bachelor's degree from an accredited out-of-state institution; valid secondary certificate for another state.

7. ELEMENTARY, PROVISIONAL. Valid for grades K-9. Requirements: Bachelor's degree from an accredited out-of-state teacher education institution; valid elementary certificate for another state.

8. SECONDARY, VOCATIONAL SUBJECTS. Requirements: Teachers of vocational education courses must qualify for vocational certificates. Vocational education teachers who are assigned to teach subjects in a regular secondary school program must hold secondary certificates also. Teachers of vocational home economics must hold secondary certificates and must be graduates of and/or be recommended for vocational homemaking certificates by an approved institution. Teachers of vocational agriculture must be graduates of approved institutions and must have completed 52 college hours of technical agriculture subjects and 16 of professional education, including practice teaching.

Special School Service Personnel

9. EDUCATIONAL STAFF ASSOCIATE. On July 1, 1969, standards for Educational Staff Associate certification became effective for service in elementary and secondary schools for persons who qualify for specialized professional assistance as distinguished from the specialized roles of instruction or administration. Qualifying standards are based upon preparation programs approved by the State Board of Education and equivalent for out-of-state applicants. Certificates are of four types: (a) *Preparatory,* authorizing preparatory experiences with children, youth, and adults in school or school-related settings which lead to initial certification; issued for one year and renewable. (b) *Initial,* authorizing school service in a particular role as staff intern; issued for one year and renewable, with total service limited to five years. (c) *Continuing,* authorizing school service on a continuing or career basis; subject to renewal after five years of nonuse. (d) *Consultant,* authorizing service contributing to professional preparation and improvement of instruction; optional, i.e., available to persons who hold the continuing certificate and who qualify in this category; issued for five years; renewable.

NOTE: The issuance of separate certificates for school nurses, psychologists, and social workers (see below) will be terminated October 31, 1973.

10. SCHOOL PSYCHOLOGIST, PROVISIONAL. Convertible to a standard certificate on a master's degree with a major in psychology and two years of experience as a school psychologist, one of which must be supervised. Requirements: Master's degree with a major in psychology, *or* completion of all course work toward a master's except the thesis, and 10 hours of professional education courses, including practice teaching or directed laboratory experience in a school situation.

11. SCHOOL SOCIAL WORKER, PROVISIONAL. Convertible to a standard certificate on a master's degree from an accredited school of social work and two years of successful experience as a school social worker. Requirements: Bachelor's degree from an approved institution; one full year of postgraduate study in an accredited school of social work, one full year of directed field placement in an agency approved by the school of social work, and two years of successful experience under qualified supervision in an approved family or children's agency, or two years of successful teaching experience and 10 semester hours of professional education courses, including practice teaching or directed laboratory experience in a school situation.

12. SCHOOL NURSE, PROVISIONAL. Convertible to a standard certificate on a master's degree with a major in school nursing or equivalent in public health nursing and two years of successful experience in school nursing. Requirements: Registered nurse's license in Washington, bachelor's degree in a program accredited or approved for first-level position in public health nursing, or a certificate in public health nursing or equivalent with three years of successful supervised experience in a public health program which includes experience in school nursing, and completion of 10 hours of professional education courses, including practice teaching or directed laboratory experiences in a school situation.

West Virginia

State Certification Officer. Thomas J. McGinnis, Jr., Director, Division of Teacher Certification; James D. Thomas, Director, Division of Teacher Education, State Department of Education, Charleston, West Virginia 25305.

General Requirements. Minimum age, 18; U.S. citizenship. No fee. Certificates are required of administrators, supervisors, and teachers in all public and nonpublic schools, kindergarten through adult education. The certificate must be on file in the office of the county superintendent. Initial certificates are issued provisionally for a three-year period to run concurrently with the probationary contract and may be converted to five-year certificates with 6 hours of approved credit and three years of successful experience. First-class temporary certificates are issued for one year to persons who have completed three-fourths of the professional and teaching field requirements.

CERTIFICATES AND REQUIREMENTS

Administrators

1. COUNTY SUPERINTENDENT. Requirements for the *Provisional Professional Administrative Certificate:* Professional Certificate for teaching; five years of public school experience, including three of classroom teaching; physician's statement of satisfactory health; master's degree relevant to school instruction; a 24-hour program in administration, supervision, and related areas; employment in West Virginia as a superintendent or assistant superintendent. *Permanent Professional Administrative Certificate:* Completion of a sixth-year program in school administration; three years of experience as a superintendent or assistant superintendent; statement of satisfactory health.

2. SECONDARY PRINCIPAL. Requirements for the *Provisional Professional Administrative Certificate:* Professional Certificate for teaching in the secondary schools; three years of classroom teaching experience in secondary schools; master's degree relevant to school instruction; an 18-hour program in school administration, supervision, and related areas; employment in West Virginia as a secondary principal or assistant principal. *Per-*

manent Professional Administrative Certificate: Three years of experience as a secondary principal or assistant principal; completion of the 24-hour program designed for secondary principals; recommendation of the college and of the superintendent under whom the applicant last served as a principal.

3. ELEMENTARY AND/OR JUNIOR HIGH PRINCIPAL. Requirements for *Provisional Professional Administrative Certificate:* Professional Certificate for teaching in the self-contained classroom; three years of classroom teaching experience in grades 1 through 9; master's degree relevant to school instruction; an 18-hour program in school administration, supervision, and related areas; employment in West Virginia as an elementary and/or junior high school principal or assistant principal. *Permanent Professional Administrative Certificate:* Three years of experience as elementary and/or junior high principal or assistant principal; completion of the 24-hour program designed for elementary principals; recommendation of the college and of the superintendent under whom the applicant last served as a principal.

4. SUPERVISOR (GENERAL AND SPECIAL). Requirements for the *Permanent Professional Administrative Certificate:* Professional Certificate for teaching; three years of teaching experience; master's degree relevant to school instruction; a program consisting of specified areas and on-the-job training; two years of experience as a supervisor; recommendation of the college and of the superintendent under whom the applicant last served as a supervisor.

Teachers: Elementary and Secondary

5. PROVISIONAL PROFESSIONAL CERTIFICATE. Valid for teaching in grades 1-9, 7-12, early childhood through 3, or 1-12, in keeping with the curricula completed by the applicant. Requirements: Bachelor's degree; general education, 40; professional education, 20-28, including human development which is basic to all levels, and methods and student teaching appropriate to grade levels for which endorsement is desired; teaching area specialization, 21-52. May be converted to the standard five-year professional certificate. The standard certificate becomes permanent with a master's degree and five years of teaching experience or on the third renewal.

Wisconsin

State Certification Officers. Allen T. Slagle, Assistant Superintendent, Teacher Education and Certification; H. I. Peterson, Director of Certification, State Department of Public Instruction, 126 Langdon, Madison, Wisconsin 53702.

General Requirements. No minimum age specified. Fee, $5. Certificates are required of administrators, supervisors, and teachers in public elementary and secondary schools, and in special state schools (schools for the blind, deaf, and handicapped, schools of correction), and of special school service personnel for whom certification standards have been established. Initial certificates for teachers are issued for three years and are renewable. Those based on a degree may become permanent on three years of experience in Wisconsin public schools. Those based on less than a degree become five-year, nonrenewable certificates on two years of experience and 6 additional credit hours; a degree must be secured within seven years; these certificates will not be issued beyond the 1971-72 school year. Initial certificates for supervisors and administrators are issued for three years; those based on a master's degree may become permanent on three years of experience and two additional graduate courses. Counselors' certificates are issued for three years and are renewable.

Credentials To Accompany Application. The transcript of credits should be submitted by the out-of-state preparing institution. Wisconsin colleges present a statement and recommendation.

CERTIFICATES AND REQUIREMENTS

Administrators

1. SUPERVISORS OR COORDINATORS. Requirements: Master's degree with graduate courses in curriculum, supervision, measurements, guidance, and child and/or adolescent development.

2. ADMINISTRATORS. Requirements: Master's degree with courses in specified areas.

3. SCHOOL BUSINESS ADMINISTRATOR. Requirements: Three years of experience in education or in business and superintendent's license or specified graduate work in education and business subjects.

Teachers: Elementary and Secondary

4. KINDERGARTEN. Requirements: Bachelor's degree in kindergarten education, including practice teaching in kindergarten.

5. ELEMENTARY. Valid for grades 1-8. Requirements: Bachelor's degree in elementary education, including a good general education background; 26 hours of professional education, including methods, child development, and 5 hours of student teaching.

6. GENERAL SECONDARY. Valid in endorsed subjects for grades 7-12. Requirements: Bachelor's degree; professional education, 18 (educational psychology, 3; specific methods, 2; student teaching, 5; electives, 8); specialization, a 34-hour major and a 22-hour minor, or a 54-hour approved broad-field major. (Social studies, economics, and agriculture teachers are required to have a course in cooperative marketing and consumer cooperatives; science and social studies teachers should have a course in conservation of natural resources.)

7. SPECIAL. (Agriculture, art, commercial, home economics, industrial arts, music, physical education.) Valid for teachers in grades 1-12. Requirements: Bachelor's degree; professional education as in certificate 6; a 34-hour major in an endorsed field and a 22-hour minor. (Agriculture teachers must have a course in cooperative marketing and consumer cooperatives.)

8. NURSERY SCHOOL TEACHER. Requirements: Completion of a four-year course in a school accredited for providing a professional major in the teaching of nursery school children.

9. TEACHER OF HANDICAPPED CHILDREN. Requirements: Completion of a four-year course in a school accredited for providing a professional major in the specific field.

Special School Service Personnel

10. SCHOOL SOCIAL WORKER. Requirements: Professional education, 18; master's degree in social work; three years of experience.

11. SCHOOL PSYCHOLOGIST. Requirements: Master's degree in psychology or education; 48 hours of graduate work in the fields of psychology and education; psychology, 30, at least 24 graduate; professional education, 18; 3 hours of acceptable supervised laboratory or clinical experience; completion of all courses required of school psychometrist; four years of experience.

12. SCHOOL COUNSELOR.

a. PROVISIONAL. Requirements: Valid Wisconsin teaching license; bachelor's degree; specified graduate work, 18; two years of teaching experience.

b. PROFESSIONAL. Requirements: Valid Wisconsin teaching license; 30 hours of specified graduate work; two years of experience as a counselor; one year of accumulated work experience in fields other than education.

Other Certificates Issued

14. SPECIAL LICENSE. Issued for one year or fraction thereof only upon request of the employing official to permit employment of a legally qualified teacher for a position other than one for which he is qualified. Renewable only on completion of at least 6 hours toward removal of deficiencies.

15. PERMIT. Issued for one year or fraction thereof only upon request of the employing official to permit employment of a person who does not meet legal requirements for teaching. Limited to a specific position and renewable only if there is a continued shortage and on completion of at least 6 hours toward removal of deficiencies.

16. TWO-YEAR LICENSE. (For elementary teachers only.) Granted to recommended graduates of approved two- or three-year education courses in accredited state or county colleges. No out-of-state persons are accepted in this category. This permit will not be issued beyond 1971-72.

17. FIVE-YEAR, NONRENEWABLE CERTIFICATE. (For elementary teachers only.) May be issued to graduates of recognized two- and three-year elementary education courses upon proof of two years of successful teaching and 6 additional credits toward the three-year diploma or the degree.

Wyoming

State Certification Officer, Elmer L. Burkhard, Director, Division of Certification, Placement, and Teacher Education, State Department of Education, Cheyenne, Wyoming 82001.

General Requirements. No minimum age specified. No fee. Applicants are required to pass examinations on the Constitutions of the United States and of Wyoming or to present college credit in same. Certificates are required of administrators, supervisors, and teachers in public elementary and secondary schools, and of pupil personnel workers. Certificates are of three types—initial, standard, and professional, endorsed for the teaching or service area.

Credentials To Accompany Application. Applicants who were prepared at the University of Wyoming are certificated on the basis of a statement of satisfactory completion of a program bearing on the certificate requested. Programs of other applicants are evaluated individually. Application may be initiated directly through the State Department of Education or the county superintendent. An official transcript is required.

Certificates and Requirements

Basic Requirements

1. INITIAL CERTIFICATE. Valid for three years for all certificated personnel. Requirements: Bachelor's degree, including 20 (secondary) or 23 (elementary) hours in educational foundations, curriculum development, and student teaching; 40 hours of appropriate distribution in general education; specialized preparation for area of endorsement.

2. STANDARD CERTIFICATE. Valid for five years. Requirements: Same as for certificate 1, plus 5 hours of renewal credit; three years of experience under certificate 1 or five years out of state. Renewable on 5 hours of credit.

3. PROFESSIONAL CERTIFICATE. Valid for ten years, renewable on 10 hours or as otherwise provided by State Board regulations. Requirements: Renewal credit, 5 hours; master's degree with 50% of work in area of specialization; eight years of successful teaching experience.

Administrative Requirements

4. INITIAL CERTIFICATE. Requirements: Eligibility for certificate 1; principals—two years of classroom teaching experience on the appropriate level and master's degree in administration, or equivalent; superintendents—three years of experience and master's plus 15 hours.

5. STANDARD CERTIFICATE. Requirements: Eligibility for certificate 2; three years of administrative experience; principals—master's degree plus 15 hours; superintendents—master's degree plus 30 hours.

6. PROFESSIONAL CERTIFICATE. Requirements: Eligibility for certificate 3; eight years of administrative experience.

Special School Service Personnel

7. INITIAL, STANDARD, AND PROFESSIONAL CERTIFICATES for service personnel are valid as endorsed for librarian, special education, guidance counselor, psychological technician, psychologist, speech pathologist, or nurse. Requirements vary according to specialty.

Other Certificates Issued

8. LIMITED SERVICE PERMIT. Valid for one year and issued to persons with a bachelor's degree but with minor deficiencies. Nonrenewable; holder must qualify for initial certificate.

9. SUBSTITUTE PERMIT. Valid for not more than 90 days of teaching per year; 60 hours required.

TEACHER EDUCATION INSTITUTIONS AND APPROVED PROGRAMS

In all but about a half-dozen states, the state board of education is legally charged with the responsibility of approving colleges and universities for the preparation of teachers. These boards generally depend upon the professional staffs of the state departments of education to recommend institutions which should be approved. But this *Manual* reports an increasing reliance on the use of *ad hoc* committees of members of the teaching profession. (See Ch. II, pages 39-40.)

The states reporting no legal responsibility or no formal process for approving or accrediting institutions for teacher education are Alaska, Missouri, Montana, and Nevada; also the District of Columbia and Puerto Rico. Presumably, the lack of specific legal authority in these states is due primarily to the relatively small number of public colleges or universities in which the legislature prescribes teacher education as a function of the institution.

This *Manual* also reflects a growing number of states which have developed their own standards for approval of institutions for teacher education. All but about a half-dozen report the use of state standards in evaluating institutions seeking approval for the preparation of teachers. In the 1967 *Manual* only twenty states reported that such standards had been adopted. Although most of the states also have adopted regional, NCATE, and/or Circular 351 (NASDTEC) standards, eleven states use only their own standards for evaluation. The remaining states rely upon a combination of state, regional, NCATE, and Circular 351 standards.

The standards for approval of teacher education institutions, which are listed in this chapter, vary somewhat from state to state. The meaning of approval for teacher education also varies considerably:

1. It may mean blanket approval for teacher education, including all programs that the institution decides to offer for whatever teaching areas (high school or elementary), positions, and special subjects. Generally, these programs conform to preparation for positions for which certificates are offered by the state.

2. It may mean approval of each specific program offered. This occurs particularly in states which have adopted the approved-program approach. This means that the state has approved the institutions as well as specific programs.

3. In some instances, institutions approved for teacher eduction may offer programs for which the state does not offer certification. This applies to institutions which seek to prepare teachers for positions in many states. However, the approved-program procedure obtains in about thirty-six states, so the variation in Nos. 2 and 3 above will be in the minority of cases.

The tabulation of approved programs of institutions listed in this chapter has been modified in this *Manual* to conform closely to the annual list of the National Council for Accreditation of Teacher Education. Also, it may not necessarily reflect all programs offered by a given institution since the lists here were prepared by the respective state directors and may include only the programs for which certificates are issued in a given state.

Three types of institutional accreditation are indicated for the institutions: *state,* indicating approval by the state department of education; *regional,* indicating accreditation by the appropriate regional association (there are six regional associations); *national,* indicating accreditation by the National Council for Accreditation of Teacher Education. National accreditation may or may not apply to all teacher education programs offered by an institution.

For the first time, there are included the highest degrees which the institutions are approved to offer in teacher education.

TABLE 1. – CLASSIFICATION OF APPROVED TEACHER EDUCATION INSTITUTIONS ACCORDING TO FUNCTION AND CONTROL

State	Teachers Colleges[a]		Universities		Public General Colleges	Private Liberal Arts Colleges	Junior Colleges[b]	Totals
	Public	Private	Public	Private				
1	2	3	4	5	6	7	8	9
Alabama			8	2	4	11		25
Alaska			1[c]					1
Arizona			3			1		4
Arkansas			2	3	6	5	4	20
California			5	10	18	22		55
Colorado			2	1	5	4	1	13
Connecticut			1	6	4	5		16
Delaware			1		1			2
District of Col.	1[c]			4		3		8
Florida			7	4		6		17
Georgia			1	3	12	14		30
Hawaii			1			2		3
Idaho	1		2		1	2	3	9
Illinois		3	7[d]	9	2	40		61
Indiana			4	6		20	4	34
Iowa			3	2		24		29
Kansas	1		4	4	2	13		24
Kentucky			6		1	15		22
Louisiana			4	4	7	5		20
Maine			1		5	10		16
Maryland			1	2	8	13		24
Massachusetts		1	1	7	9	38		56
Michigan			7	2	2	15		26
Minnesota			2	2	5	14		23
Mississippi			3		5	8		16
Missouri	1		4	2	7	25		39
Montana			2		3	3		8
Nebraska		1	2	2	4	7	6	22
Nevada			2					2
New Hampshire			1		2	6		9
New Jersey			1	3	6	11		21
New Mexico			5	1		3	1	10
New York		3	5	15	16	57		96
North Carolina			15	4		22		41
North Dakota			2		4	2		8
Ohio			12	10		31		53
Oklahoma			3	5	8	2		18
Oregon	1[e]		3	3	2	6		15
Pennsylvania			2	12[f]	13	53		80
Puerto Rico[g]			1[c]	2		1	1	5
Rhode Island		1	1	1	1	6		10
South Carolina			2	3	3	16		24
South Dakota			1	2	4	5	2	14
Tennessee		1	5	4	1	22		33
Texas			12	12	10	19		53
Utah			2[h]	1	2	1		6
Vermont		1	1	1	3	7		13
Virginia			2	5	10	17		34
Washington			2	4	3	6		15
West Virginia			2	7	7	1		17
Wisconsin	–[i]		12	2		17	14[i]	45
Wyoming			1					1
TOTALS	5	11	180	172	206	636	36	1,246

TABLE 2. – NUMBER OF APPROVED TEACHER EDUCATION INSTITUTIONS WITH TYPES OF ACCREDITATION

State	Total Number of Approved Institutions	Types of Accreditation		
		State Department	Regional Association	National (NCATE)
1	2	3	4	5
Alabama	25	25	24	8
Alaska	1	1[a]	1	0
Arizona	4	4	4	3
Arkansas	20	20	19	10
California	55	54	55	17
Colorado	13	12	12	7
Connecticut	16	16	15	7
Delaware	2	2	2	0
District of Col.	8	8[a]	8	3
Florida	17	17	15	5
Georgia	30	30	30	7
Hawaii	3	3	3	0
Idaho	9	9	9	3
Illinois	61	61	51	23
Indiana	34	34	29	18
Iowa	29	28	27	13
Kansas	24	24	24	13
Kentucky	22	22	22	8
Louisiana	20	20	18	7
Maine	16	16	11	3
Maryland	24	24	22	6
Massachusetts	56	56	47	16
Michigan	26	26	26	11
Minnesota	23	23	23	20
Mississippi	16	16	13	6
Missouri	39	39[a]	38	14
Montana	8	8[a]	8	5
Nebraska	22	22	15	13
Nevada	2	2[a]	2	1
New Hampshire	9	4	5	3
New Jersey	21	21	18	7
New Mexico	10	10	7	4
New York	96	96	93	23
North Carolina	41	41	40	13
North Dakota	8	8	8	6
Ohio	53	53	45	19
Oklahoma	18	18	17	14
Oregon	15	15	15	9
Pennsylvania	80	80	80	25
Puerto Rico	5	5[a]	5	1
Rhode Island	10	10	8	1
South Carolina	24	24	19	1
South Dakota	14	12	12	8
Tennessee	33	33	29	12
Texas	53	52	51	21
Utah	6	6	6	5
Vermont	13	13	11	1
Virginia	34	33	33	6
Washington	15	15	15	12
West Virginia	17	17	17	10
Wisconsin	45	45	29	21
Wyoming	1	1	1	1
TOTALS	1,246	1,234	1,137	470

TABLE 3. – CLASSIFICATION OF APPROVED TEACHER EDUCATION INSTITUTIONS ACCORDING TO HIGHEST DEGREE OFFERED

State	Junior College	Bachelor's Degree	B5	Master's Degree[a]	M6 Ed. Sp.	Doctor's Degree	Total Institutions
1	2	3	4	5	6	7	8
Alabama		8		15		2	25
Alaska						1	1
Arizona		1			1	2	4
Arkansas	4	10		4	1	1	20
California		7		37		11	55
Colorado	1	5		1	2	4	13
Connecticut		3		5	6	2	16
Delaware		1				1	2
District of Col.		3		2		3	8
Florida		8		6		3	17
Georgia		19		5	3	3	30
Hawaii		2				1	3
Idaho	3	3		2		1	9
Illinois		36		15	2	8	61
Indiana	4	18		6	1	5	34
Iowa		21		4	2	2	29
Kansas		17		1	4	2	24
Kentucky		13		3	4	2	22
Louisiana		7		9		4	20
Maine		12		3		1	16
Maryland		12		9		3	24
Massachusetts		27		20	1	8	56
Michigan		14		4	3	5	26
Minnesota		14		7	1	1	23
Mississippi		9		4		3	16
Missouri		26		8	1	4	39
Montana		3		3		2	8
Nebraska	6	10		3	2	1	22
Nevada				2			2
New Hampshire		5		3		1	9
New Jersey		10		10		1	21
New Mexico	1	3		3	1	2	10
New York		37		33	9	17	96
North Carolina		31		6		4	41
North Dakota		5		1		2	8
Ohio		30		11		12	53
Oklahoma		7		8		3	18
Oregon		3		10		2	15
Pennsylvania		51		20		9	80
Puerto Rico	1						5[b]
Rhode Island		4		5	1		10
South Carolina		16		8			24
South Dakota	2	7		3		2	14
Tennessee		24		5		4	33
Texas		21		21		11	53
Utah		2	1			3	6
Vermont		9		3		1	13
Virginia		20		10		4	34
Washington		4		9		2	15
West Virginia		15			1	1	17
Wisconsin	14	18		10		3	45
Wyoming						1	1
TOTALS	36	631	1	357	46	171	1,246[b]

TABLE 1 FOOTNOTES

[a] "Teachers Colleges" is defined for this *Manual* as separate, single-purpose institutions which have "teachers college" in their names, state colleges of education existing as separate institutions, and degree-granting normal colleges.

[b] Institutions offering at least two but less than four years of college preparation.

[c] Supported in part or wholly by federal funds.

[d] Includes as one university the two campuses of Southern Illinois—Carbondale and Edwardsville.

[e] Oregon College of Education is classified as a teachers college by the editors, according to the definition used for this *Manual* (see footnote *a*). It was not so classified by the state director in Oregon.

[f] Five of the "private" universities are state-aided: Pennsylvania State University, University of Pennsylvania, Temple University, Lincoln University, and the University of Pittsburgh.

[g] Puerto Rico did not report for 1970. Information is carried over from the 1967 Edition.

[h] Includes as one university the two campuses of Utah State University—Logan and Cedar City.

[i] Wisconsin's two-year county teachers colleges are classified as junior colleges.

TABLE 2 FOOTNOTES

[a] Either no legal authority or no formal process for accreditation.

TABLE 3 FOOTNOTES

[a] Includes M.A.T. programs.

[b] Total of Columns 2 through 7 is 1,242, including one junior college in Puerto Rico. The grand total of 1,246 includes 4 degree-granting institutions in Puerto Rico as listed in the 1967 Edition. Puerto Rico did not report in 1970.

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
ALABAMA														
Alabama Agricultural and Mechanical College, Normal	x	x		x	x	x	x	x	x		x			M
Alabama College, Montevallo	x	x		x	x	x	x	x	x		x	x		M
Alabama State College, Montgomery	x	x		x	x	x	x	x	x		x			M
Athens College, Athens	x	x		x	x	x	x	x	x		x			M
Auburn University, Auburn	x	x	x	x	x	x	x	x	x		x			D
Birmingham-Southern College, Birmingham	x	x	x	x	x	x	x	x	x		x	x		M
Florence State College, Florence	x	x	x	x	x	x	x	x	x		x			M
Huntingdon College, Montgomery	x	x		x	x									M
Jacksonville State University, Jacksonville	x	x	x	x	x	x	x	x	x		x			M
Judson College, Marion	x	x		x	x									B
Livingston University, Livingston	x	x	x	x	x	x	x	x	x		x			M
Miles College, Birmingham	x			x	x									B
Mobile College, Mobile	x	x		x	x									B
Oakwood College, Huntsville	x	x		x	x									B
St. Bernard College, St. Bernard	x	x		x	x									B
Samford University, Birmingham	x	x	x	x	x	x	x	x	x		x			M
Spring Hill College, Mobile	x	x		x	x									B
Stillman College, Tuscaloosa	x	x		x	x									B
Talladega College, Talladega	x	x		x	x									B
Troy State University, Troy	x	x	x	x	x	x	x	x	x		x			M
Tuskegee Institute, Tuskegee Institute	x	x		x	x	x	x	x	x		x			M
University of Alabama, Birmingham	x	x		x	x	x	x	x	x		x			M
University of Alabama, Huntsville	x	x		x	x	x	x	x	x		x			M
University of Alabama, University	x	x	x	x	x	x	x	x	x		x			D
University of South Alabama, Mobile	x	x		x	x	x	x	x	x		x			M
ALASKA	1													
University of Alaska, College		x		x	x							x		D
ARIZONA														
Arizona State University, Tempe	x	x	x	x	x	x	x	x	x	x	x	x	2	D
Grand Canyon College, Phoenix	x	x		x	x									B
Northern Arizona University, Flagstaff	x	x	x	x	x	x	x	x	x	x	x	x	2	Ed.Sp.
University of Arizona, Tucson	x	x	x	x	x	x	x	x	x	x	x	x		D
ARKANSAS														
Agricultural, Mechanical, and Normal College, Pine Bluff	x	x	x	x	x									B
Arkansas Agricultural and Mechanical College, College Heights	x	x	x	x	x									B

Footnotes will be found on pages 209-12.

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
ARKANSAS (Continued)														
Arkansas Baptist College,[3] Little Rock	x													
Arkansas College, Batesville	x	x		x	x									B
Arkansas Polytechnic College, Russellville	x	x	x	x	x									B
Arkansas State University, State College	x	x	x	x	x	x	x	x	x	x	x	x	4	Ed.Sp.
College of the Ozarks, Clarksville	x	x		x	x									B
Fort Smith Junior College,[3] Fort Smith	x	x												
Harding College, Searcy	x	x	x	x	x							x		M
Henderson State College, Arkadelphia	x	x	x	x	x							x		M
Hendrix College, Conway	x	x			x									B
John Brown University, Siloam Springs	x	x		x	x									B
Little Rock University, Little Rock	x	x		x	x									B
Oachita Baptist University, Arkadelphia	x	x	x	x	x							x		M
Philander Smith College, Little Rock	x	x		x	x									B
Shorter College,[3] North Little Rock	x	x												
Southern Baptist College,[3] Walnut Ridge	x	x												
Southern State College, Magnolia	x	x	x	x	x									B
State College of Arkansas, Conway	x	x	x	x	x							x		M
University of Arkansas, Fayetteville	x	x	x	x	x	x	x	x	x	x	x	x		D
CALIFORNIA														
Biola College, La Mirada	x	x		x										M
California Baptist College, Riverside	x	x		x										B
California College of Arts and Crafts, Oakland	x	x			x									M
California Lutheran College, Thousand Oaks	x	x		x	x									B
California State College at Dominquez Hills, Dominquez Hills	x	x		x	x									B
California State College at Fullerton, Fullerton	x	x		x	x	x	x	x	x					M
California State College at Hayward, Hayward	x	x		x	x	x	x	x	x	x				M
California State College at Long Beach, Long Beach	x	x	x	x	x	x	x	x	x	x				M
California State College at Los Angeles, Los Angeles	x	x	x	x	x	x	x	x	x	x				M

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
CALIFORNIA (Continued)														
California State College at San Bernardino, San Bernardino	x	x		x										B
California State Polytechnic College, Pomona	x	x		x	x									M
California State Polytechnic College, San Luis Obispo	x	x		x	x									M
Chapman College, Orange	x	x		x	x				x			x		M
Chico State College, Chico	x	x	x	x	x	x	x	x	x	x				M
Claremont Graduate School and University Center, Claremont	x	x	x	x	x	x	x	x	x	x	x			D
College of the Holy Names, Oakland	x	x												M
College of Notre Dame, Belmont	x	x	x	x	x									B
Dominican College of San Rafael, San Rafael	x	x		x	x									M
Fresno State College, Fresno	x	x	x	x	x	x	x	x	x	x				M
Humboldt State College, Arcata	x	x		x	x	x	x	x						M
Immaculate Heart College, Los Angeles	x	x	x	x	x	x	x	x						M
La Sierra College (of Loma Linda University), Riverside	x	x		x	x	x	x	x						M
La Verne College, La Verne	x	x		x	x							x		M
Loyola University of Los Angeles, Los Angeles	x	x	x		x				x	x		x		M
Mills College, Oakland	x	x		x	x									M
Monterey Institute of Foreign Studies, Monterey		x			x									M
Mount St. Mary's College, Los Angeles	x	x		x	x							x		M
Occidental College, Los Angeles	x	x		x	x							x		M
Pacific Union College, Angwin	x	x		x	x									M
Pasadena College, Pasadena	x	x		x										M
Pepperdine College, Los Angeles	x	x		x	x									M
Sacramento State College, Sacramento	x	x	x	x	x	x	x	x	x	x				M
San Diego State College, San Diego	x	x	x	x	x	x	x	x	x	x				M
San Fernando Valley State College, San Fernando	x	x		x	x	x	x	x	x					M
San Francisco College for Women, San Francisco	x	x		x	x							x		M
San Francisco State College, San Francisco	x	x	x	x	x	x	x	x	x	x	x			M
San Jose State College, San Jose	x	x	x	x	x	x	x	x	x	x	x			M
Sonoma State College, Rhonert Park	x	x		x	x									M
Southern California College, Costa Mesa	x	x		x	x									B
Stanford University, Stanford, Palo Alto	x	x	x	x	x	x	x	x	x	x	x	x		D
Stanislaus State College, Turlock	x	x		x	x									M
United States International University, San Diego	x	x		x	x									D
University of California, Berkeley	x	x	x	x	x	x	x	x	x	x	x			D

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
CALIFORNIA (Continued)														
University of California, Davis	x	x		x	x									D
University of California at Los Angeles, Los Angeles	x	x	x	x	x	x	x	x	x		x	x		D
University of California, Riverside	x	x		x	x									D
University of California, Santa Barbara	x	x		x	x	x	x	x	x			x		D
University of the Pacific, Stockton	x	x	x	x	x	x	x	x	x	x				D
University of Redlands, Redlands	x	x		x	x									D
University of San Diego College for Women, Acala Park, San Diego	x	x		x	x									M
University of San Francisco, San Francisco	x	x		x	x	x	x	x	x			x		M
University of Santa Clara, Santa Clara	x	x			x				x					M
University of Southern California, Los Angeles	x	x	x	x	x	x	x	x	x	x	x			D
Westmont College, Santa Barbara	x	x		x	x									B
Whittier College, Whittier	x	x		x	x	x	x	x				x		M
COLORADO														
Adams State College, Alamosa	x	x	x	x	x				x				4	M6
Colorado College, Colorado Springs	x	x		x	x							x		M
Colorado State College, Greeley	x	x	x	x	x	x	x	x	x	x	x		5	D
Colorado State University, Fort Collins	x	x	x		x		x		x	x		x	6	D
Fort Lewis College, Durango	x	x		x	x									B
Loretto Heights College, Denver	x	x	x	x	x									B
Metropolitan State College,[3] Denver	6a													
Regis College, Denver	x	x		x	x									B
Southern Colorado State College, Pueblo	x	x		x	x									B
Temple Buell College, Denver	x	x		x	x									B
University of Colorado, Boulder	x	x	x	x	x	x	x	x	x	x	x		7	D
University of Denver, Denver	x	x	x	x	x	x	x	x	x		x		8	D
Western State College of Colorado, Gunnison	x	x	x	x	x	x	x		x		x		4	M6
CONNECTICUT														
Albertus Magnus College, New Haven	x	x			x									B
Annhurst College, South Woodstock	x	x		x	x									B
Central Connecticut State College, New Britain	x	x	x	x	x				x				9	M6
Connecticut College, New London	x	x		x	x									M

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
CONNECTICUT (Continued)														
Eastern Connecticut State College, Willimantic	x	x	x	x										M
Fairfield University, Fairfield	x	x			x	x	x	x	x		x		10	M6
Sacred Heart University, Bridgeport	x			x	x									B
St. Joseph College, West Hartford	x	x		x	x								11	M
Southern Connecticut State College, New Haven	x	x	x	x	x	x	x	x	x	x			12	M6
Trinity College, Hartford	x	x			x									M
University of Bridgeport, Bridgeport	x	x	x	x	x	x	x	x	x		x		13	M6
University of Connecticut, Storrs	x	x	x	x	x	x	x	x	x		x		14	D
University of Hartford, Hartford	x	x	x	x	x	x	x	x	x				15	M6
Wesleyan University, Middletown	x	x			x							x	16	M
Western Connecticut State College, Danbury	x	x	x	x	x								17	M6
Yale University, New Haven	x	x			x							x	16	D
DELAWARE														
Delaware State College, Dover	x	x		x	x									B
University of Delaware, Newark	x	x		x	x	x	x	x	x		x	x		D
DISTRICT OF COLUMBIA[18]	1													
American University, Washington		x	x	x	x	x	x	x	x	x	x	x	19	D
Catholic University of America, Washington		x		x	x	x	x	x	x	x	x		20	D
District of Columbia Teachers College, Washington		x		x	x	x	x	x	x		x			B
Dunbarton College of Holy Cross, Washington		x		x										B
Gallaudet College, Washington		x	x	x	x									B
George Washington University, Washington		x	x	x	x	x	x	x	x		x	x	21	D
Howard University, Washington		x		x	x	x	x	x	x		x	x	22	M
Trinity College, Washington		x		x	x							x	23	M
FLORIDA														
Barry College, Miami	x	x		x	x	x	x	x	x		x			M
Bethune-Cookman College, Daytona Beach	x	x		x	x									B
Florida Agricultural and Mechanical University, Tallahassee	x	x	x	x	x	x	x	x	x		x			B
Florida Atlantic University, Boca Raton	x	x		x	x	x	x	x	x		x			M
Florida Memorial College, St. Augustine	x	x		x	x									B
Florida Presbyterian College, St. Petersburg	x	x			x									B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
FLORIDA (Continued)														
Florida Southern College, Lakeland	x	x		x	x									B
Florida State University, Tallahassee	x	x	x	x	x	x	x	x	x	x	x			D
Florida Technological University, Orlando	x													B
Jacksonville University, Jacksonville	x	x		x	x	x	x							M
Rollins College, Winter Park	x	x		x	x	x	x	x	x		x	x		M
Stetson University, DeLand	x	x	x	x	x	x	x	x	x		x			M
University of Florida, Gainesville	x	x	x	x	x	x	x	x	x	x	x			D
University of Miami, Coral Gables	x	x	x	x	x	x	x	x	x	x	x			D
University of South Florida, Tampa	x	x		x	x	x	x	x	x		x			M
University of Tampa, Tampa	x	x		x	x									B
University of West Florida, Pensacola	x			x	x									B
GEORGIA														
Agnes Scott College, Decatur	x	x		x	x									B
Albany State College, Albany	x	x		x	x									B
Armstrong State College, Savannah	x	x		x	x									B
Atlanta University, Atlanta	x	x		x	x	x	x	x	x		x			D
Augusta College, Augusta	x	x		x	x									B
Berry College, Mt. Berry	x	x		x	x									B
Brenau College, Gainesville	x	x		x	x									B
Clark College, Atlanta	x	x		x	x									B
Emory University, Atlanta	x	x	x	x	x							x		M6
Fort Valley State College, Fort Valley	x	x		x	x									M
Georgia College at Milledgeville, Milledgeville	x	x	x	x	x									M6
Georgia Southern College, Statesboro	x	x	x	x	x	x	x	x	x	x	x			M6
Georgia Southwestern College, Americus	x	x												B
Georgia State College, Atlanta	x	x		x	x	x	x	x	x	x	x			D
LaGrange College, LaGrange	x	x		x	x									B
Mercer University, Macon	x	x	x	x	x									M
Morehouse College, Atlanta	x	x		x	x									B
Morris Brown College, Atlanta	x	x		x	x									B
North Georgia College, Dahlonega	x	x		x	x									B
Oglethorpe College, Atlanta	x	x		x	x									B
Paine College, Augusta	x	x		x	x									B
Piedmont College, Demorest	x	x		x	x									B
Savannah State College, Savannah	x	x		x	x									M
Shorter College, Rome	x	x		x	x									B
Spelman College, Atlanta	x	x		x	x									B
Tift College, Forsyth	x	x		x	x									B
University of Georgia, Athens	x	x	x	x	x	x	x	x	x	x	x			D
Valdosta State College, Valdosta	x	x	x	x	x									M

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
GEORGIA (Continued)														
Wesleyan College, Macon	x	x	x	x	x									B
West Georgia College,Carrollton	x	x		x	x				x					M
HAWAII														
Chaminade College, Honolulu	x	x		x	x									B
Church College of Hawaii, Laie, Oahu	x	x		x	x									B
University of Hawaii, Honolulu	x	x		x	x				x	x		x	24	D
IDAHO														
Boise State College, Boise	x	x		x	x									B
College of Idaho, Caldwell	x	x		x	x	x	x		x		x	x		M
College of Southern Idaho,[3] Twin Falls	x	x												
Idaho State University,Pocatello	x	x	x	x	x	x	x		x	x	x	x		M
Lewis Clark Normal School, Lewiston	x	x		x	x									B
North Idaho Junior College,[3] Coeur d'Alene	x	x												
Northwest Nazarene College,Nampa	x	x	x	x	x									B
Ricks College, Rexburg[3]	x	x												
University of Idaho, Moscow	x	x	x	x	x	x	x		x	x	x	x		D
ILLINOIS														
American Conservatory of Music, Chicago	x			x	x							x	25	M
Augustana College, Rock Island	x		x	x	x								26	B
Aurora College, Aurora	x	x		x	x								27	B
Barat College, Lake Forest	x	x		x	x									B
Blackburn College, Carlinville	x	x		x	x								28	B
Bradley University, Peoria	x	x	x	x	x	x	x	x	x			x	29	M
Chicago Conservatory College, Chicago	x			x	x							x	25	M
Chicago State College, Chicago	x	x	x	x	x				x			x	30	M
College of Jewish Studies, Chicago	x	x			x								31	B
College of St. Francis, Joliet	x	x		x	x								32	B
Columbia College, Chicago	x			x	x								33	B
Concordia Teachers College, River Forest	x	x	x	x	x							x		M
De Lourdes College, Des Plaines	x			x										B
DePaul University, Chicago	x	x	x	x	x	x	x	x	x			x	27	M
Eastern Illinois University, Charleston	x	x	x	x	x	x	x	x	x		x	x	34	M6
Elmhurst College, Elmhurst	x	x	x	x	x								35	B
Eureka College, Eureka	x	x		x	x									B
George Williams College, Chicago	x	x		x	x								36	B
Greenville College, Greenville	x	x	x	x	x								27	B
Illinois College, Jacksonville	x	x		x	x									B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
ILLINOIS (Continued)														
Illinois Institute of Technology, Chicago	x	x			x							x		D
Illinois State University, Normal	x	x	x	x	x	x	x	x	x	x	x	x	37	D
Illinois Wesleyan University, Bloomington	x	x	x	x	x								32	B
Judson College, Elgin	x			x	x									B
Knox College, Galesburg	x	x		x	x								32	B
Lake Forest College, Lake Forest	x	x		x	x									B
Lewis College, Lockport	x	x			x									B
Loyola University, Chicago	x	x	x	x	x	x	x	x	x	x	x	x		D
MacMurray College, Jacksonville	x	x		x	x								38	B
McKendree College, Lebanon	x	x		x	x								39	B
Millikin University, Decatur	x	x	x	x	x	x	x	x		x		x	40	M
Monmouth College, Monmouth	x	x		x	x								39	B
Mundelein College, Chicago	x	x	x	x	x								41	B
National College of Education, Evanston	x	x	x	x								x		M
North Central College, Naperville	x	x		x	x								39	B
North Park College, Chicago	x	x		x	x								39	B
Northeastern Illinois State College, Chicago	x	x	x	x	x				x			x		M
Northern Illinois University, DeKalb	x	x	x	x	x	x	x	x	x	x	x	x	42	D
Northwestern University, Evanston	x	x	x	x	x	x	x	x	x	x	x	x	43	D
Olivet Nazarene College, Kankakee	x	x	x	x	x							x	25	M
Pestalozzi Froebel Teachers College, Chicago	x			x									44	B
Principia College, Elsah	x	x		x	x									B
Quincy College, Quincy	x	x		x	x								27	B
Rockford College, Rockford	x	x		x	x							x		M
Roosevelt University, Chicago	x	x		x	x	x	x	x	x			x	45	M
Rosary College, River Forest	x	x		x	x								46	B
St. Dominic College, St. Charles	x				x									B
St. Procopius College, Lisle	x	x		x	x									B
St. Xavier College, Chicago	x	x		x	x	x	x						47	M
School of the Art Institute, Chicago	x	x		x	x							x	28	M
Sherwood Music School, Chicago	x	x		x	x								25	B
Shimer College, Mt. Carroll	x	x		x	x									B
Southern Illinois University, Carbondale and Edwardsville	x	x	x	x	x	x	x	x	x	x	x	x	48	D
Tolentine College, Olympia Fields	x	x			x									B
Trinity College, Deerfield	x			x	x								25	B
University of Chicago, Chicago	x	x	x	x	x	x	x	x	x	x	x	x	49	D
University of Illinois, Urbana	x	x	49a	x	x	x	x	x	x	x	x	x	50	D
University of Illinois at Chicago Circle, Chicago	x	x	49a	x	x								51	B
VanderCook College of Music, Chicago	x			x	x							x	25	M
Western Illinois University, Macomb	x	x	x	x	x	x	x	x	x	x	x	x	52	M6
Wheaton College, Wheaton	x	x	x	x	x								25	B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
INDIANA														
Ancilla Domini College,[3] Donaldson	x	x		x	x									
Anderson College, Anderson	x	x	x	x	x									B
Ball State University, Muncie	x	x	x	x	x	x	x	x	x		x			D
Bethel College, Mishawaka	x			x	x									B
Butler University, Indianapolis	x	x	x	x	x	x	x	x	x		x			Ed.Sp.
DePauw University, Greencastle	x	x	x	x	x							x		M
Earlham College, Richmond	x	x	x	x	x									M
Fort Wayne Bible College, Fort Wayne	x			x	x									B
Franklin College, Franklin	x	x	x	x	x									B
Goshen College, Goshen	x	x	x	x	x									B
Grace College, Winona Lake	x			x	x									B
Hanover College, Hanover	x	x		x	x									B
Holy Cross Junior College,[3] South Bend	x	x		x										
Huntington College, Huntington	x	x		x	x									B
Indiana Central College, Indianapolis	x	x	x	x	x									M
Indiana State University, Terre Haute	x	x	x	x	x	x	x	x	x		x			D
Indiana University, Bloomington	x	x	x	x	x	x	x	x	x	x	x	x		D
Manchester College, North Manchester	x	x	x	x	x									B
Marian College, Indianapolis	x	x		x	x									B
Marion College, Marion	x	x		x	x									B
Northwood Institute,[3] West Baden	x			x	x									
Oakland City College, Oakland City	x			x	x									B
Purdue University, Lafayette	x	x	x	x	x	x	x	x	x	x	x	x		D
St. Francis College, Fort Wayne	x	x	x	x	x				x					M
St. Joseph's College, Calumet Campus, East Chicago	x	x	x	x	x									B
St. Mary-of-the-Woods College, St. Mary-of-the-Woods	x	x		x	x									B
St. Mary's College, Notre Dame	x	x	x	x	x									M
St. Meinrad Seminary, St.Meinrad	x	x			x									B
Taylor University, Upland	x	x	x	x	x									B
University of Evansville, Evansville	x	x	x	x	x									M
University of Notre Dame, Notre Dame	x	x		x	x	x	x		x					D
Valparaiso University, Valparaiso	x	x	x	x	x									B
Vincennes University,[3] Vincennes	x	x		x	x									
Wabash College, Crawfordsville	x	x			x									B
IOWA														
Briar Cliff College, Sioux City	x	x		x	x									B
Buena Vista College, Storm Lake	x	x		x	x									B
Central College, Pella	53	53		x	x							x		M
Clarke College, Dubuque	54	54	54	x	x	x								M
Coe College, Cedar Rapids	x	x		x										B
Cornell College, Mt. Vernon	x	x	x	x	x									B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
IOWA (Continued)														
Dordt College, Sioux Center	x	x		x	x									B
Drake University, Des Moines	x	x	x	x	x	x	x		x		x	x		M6
Graceland College, Lamoni	x	x		x	x									B
Grinnell College, Grinnell	x	x			x									B
Iowa State University of Science and Technology, Ames	x	x		x	x		x		x	x	55		55	D
Iowa Wesleyan College, Mount Pleasant	x	x	x	x	x									B
Loras College, Dubuque	56	56			x	x	x		x					M
Luther College, Decorah	x	x	x	x	x									B
Marycrest College, Davenport	x	x	x	x	x									B
Midwestern College, Denison	57													B
Morningside College, Sioux City	58	58	58	x	x							x		M
Mt. Mercy College, Cedar Rapids	x	x		x	x									B
Northwestern College, Orange City	x	x		x	x									B
Parsons College, Fairfield	x			x	x									B
St. Ambrose College, Davenport	x	x		x	x									B
Simpson College, Indianola	x	x		x	x									B
University of Dubuque, Dubuque	x	x	x	x	x									B
University of Iowa, Iowa City	x	x	x	x	x	x	x	x	x	59	x			D
University of Northern Iowa, Cedar Falls	x	x	x	x	x	x	x	x	x	59	x			M6
Upper Iowa College, Fayette	60	60	60	x	x							60		B
Wartburg College, Waverly	x	x	x	x	x									B
Westmar College, LeMars	x	x		x	x									B
William Penn College, Oskaloosa	x	x	x	x	x									B
KANSAS														
Baker University, Baldwin City	x	x	x	x	x									B
Bethany College, Lindsborg	x	x		x	x									B
Bethel College, North Newton	x	x		x	x									B
College of Emporia, Emporia	x	x		x	x									B
Fort Hays Kansas State College, Hays	x	x	x	x	x	x	x	x	x	x	x			M6
Friends University, Wichita	x	x	x	x	x									B
Kansas State College of Pittsburg, Pittsburg	x	x	x	x	x	x	x	x	x	x	x			M6
Kansas State Teachers College, Emporia	x	x	x	x	x	x	x	x	x	x	x			M6
Kansas State University of Agriculture and Applied Science, Manhattan	x	x	x	x	x	x	x	x	x	x	x			D
Kansas Wesleyan University, Salina	x	x		x	x	x	x	x	x	x	x			B
McPherson College, McPherson	x	x		x	x									B
Marymount College, Salina	x	x	x	x	x									B
Mount St. Scholastica College, Atchison	x	x	x	x	x									B
Ottawa University, Ottawa	x	x		x	x									B
Sacred Heart College, Wichita	x	x		x	x									B
St. Benedict's College, Atchison	x	x	x		x									B
St. Mary College, Xavier	x	x	x	x	x									B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
KANSAS (Continued)														
St. Mary of the Plains College, Dodge City	x	x		x	x									B
Southwestern College, Winfield	x	x		x	x									B
Sterling College, Sterling	x	x		x	x									B
Tabor College, Hillsboro	x	x		x	x									B
University of Kansas, Lawrence	x	x	x	x	x	x	x	x	x	x	x			D
Washburn University of Topeka, Topeka	x	x	x	x	x	x		x						M
Wichita State University, Wichita	x	x	x	x	x	x	x	x	x	x	x			M6
KENTUCKY														
Asbury College, Wilmore	x	x		x	x									B
Bellarmine-Ursuline College, Louisville	x	x		x	x									B
Berea College, Berea	x	x	x	x	x									B
Brescia College, Owensboro	x	x		x	x									B
Campbellsville College, Campbellsville	x	x		x	x									B
Catherine Spalding College, Louisville	x	x		x	x	x	x	x	x			x		M
Centre College of Kentucky, Danville	x	x		x	x									B
Cumberland College, Williamsburg	x	x		x	x									B
Eastern Kentucky University, Richmond	x	x	x	x	x	x	x	x	x		x			M6
Georgetown College, Georgetown	x	x		x	x	x	x		x					M
Kentucky State College, Frankfort	x	x	x	x	x									B
Kentucky Wesleyan College, Owensboro	x	x		x	x									B
Morehead State University, Morehead	x	x	x	x	x	x	x	x	x		x			M6
Murray State University, Murray	x	x	x	x	x	x	x	x	x		x			M6
Nazareth College of Kentucky, Nazareth	x	x		x	x									B
Pikeville College, Pikeville	x	x		x	x									B
Thomas More College, Covington	x	x		x	x									B
Transylvania College, Lexington	x	x		x	x									B
Union College, Barbourville	x	x		x	x									M
University of Kentucky, Lexington	x	x	x	x	x	x	x	x	x		x		61	D
University of Louisville, Louisville	x	x	x	x	x	x	x	x	x		x			D
Western Kentucky University, Bowling Green	x	x	x	x	x	x	x	x	x		x		61	M6
LOUISIANA														
Baptist Christian College, Shreveport	x			x										B
Centenary College, Shreveport	x	x		x	x									B
Dillard University, New Orleans	x	x		x	x									B
Francis T. Nicholls State College, Thibodaux	x	x		x	x	x	x	x	x					M

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
LOUISIANA (Continued)														
Grambling College, Grambling	x	x												B
Louisiana College, Pineville	x	x												B
Louisiana Polytechnic Institute, Ruston	x	x	x	x	x	x	x	x	x					M
Louisiana State University and Agricultural and Mechanical College System, Baton Rouge	x	x	x	x	x	x	x	x	x					D
Louisiana State University, New Orleans	x	x		x	x	x	x	x	x					M
Loyola University, New Orleans	x	x	x	x	x	x	x	x	x					M
McNeese State College, Lake Charles	x	x		x	x	x	x	x	x					D
Northeast Louisiana State College, Monroe	x	x	x	x	x	x	x	x	x					D
Northwestern State College of Louisiana, Natchitoches	x	x	x	x	x	x	x	x	x					D
Our Lady of Holy Cross College, New Orleans	x													B
St. Mary's Dominican College, New Orleans	x	x												B
Southeastern Louisiana College, Hammond	x	x		x	x	x	x	x	x					M
Southern University and Agricultural and Mechanical College, Baton Rouge	x	x	x	x	x	x	x	x	x					M
Tulane University of Louisiana, New Orleans	x	x		x	x	x	x	x	x					M
University of Southwestern Louisiana, Lafayette	x	x	x	x	x	x	x	x	x					M
Xavier University, New Orleans	x	x												M
MAINE														
Aroostook State College, Presque Isle	x	x		x									36	B
Bates College, Lewiston	x	x			x									B
Bowdoin College, Brunswick	x	x			x									B
Colby College, Waterville	x	x			x							x		M
Farmington State College, Farmington	x	x	x	x	x	x						x	62	M
Fort Kent State College, Fort Kent	x			x										B
Gorham State College, Gorham	x	x	x	x	x	x			63				63a	M
Husson College, Bangor	x												64	B
Nasson College, Springvale	x	x			x									B
Northern Conservatory of Music, Bangor	x												25	B
Ricker College, Houlton	x	x			x									B
St. Francis College, Biddeford	x	x			x									B
St. Joseph's College, North Windham	x	x		x	x								64	B
Thomas College, Waterville	x												64	B
University of Maine, Orono	x	x	x	x	x	x	x	x	x	x	x		67	D
Washington State College, Machias	x			x									64	B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
MARYLAND														
Baltimore College of Commerce, Baltimore	x				x								66	B
Bowie State College, Bowie	x	x	x	x	x									B
College of Notre Dame of Maryland, Baltimore	x	x		x	x									B
Columbia Union College, Takoma Park	x	x		x	x									B
Coppin State College, Baltimore	x	x	x	x	x								67	M
Frostburg State College, Frostburg	x	x	x	x	x									M
Goucher College, Baltimore	x	x		x	x							x		M
Hood College, Frederick	x	x		x	x								68	B
Johns Hopkins University, Baltimore	x	x			x							x		D
Loyola College, Baltimore	x	x			x									M
Maryland Institute, College of Art, Baltimore	x	x		x	x								69	M
Maryland State College, Princess Anne	x	x			x									B
Morgan State College, Baltimore	x	x		x	x									M
Mount St. Agnes College, Baltimore	x	x		x	x									B
Mount St. Mary's College, Emmitsburg	x	x			x									B
Peabody Institute of the City of Baltimore, Baltimore	x	x		x	x								70	D
St. Joseph College, Emmitsburg	x	x		x	x									B
St. Mary's College of Maryland, St. Mary's City	x	x			x									B
Salisbury State College, Salisbury	x	x	x	x	x									M
Towson State College, Baltimore	x	x	x	x	x									M
University of Baltimore, Baltimore	x			x	x									B
University of Maryland, College Park	x	x	x	x	x	x	x	x	x	x	x			D
Washington College, Chestertown	x	x			x									B
Western Maryland College, Westminster	x	x			x									M
MASSACHUSETTS														
American International College, Springfield	x	x		x	x	x	x	x	x				64	M
Amherst College, Amherst	x	x			x									B
Anna Maria College for Women, Paxton	x	x		x	x								71	B
Assumption College, Worcester	x	x											72	M
Atlantic Union College, South Lancaster	x	x		x	x							x	28	B
Berkshire Christian College, Lenox	x			x										B
Boston College, Chestnut Hill	x	x	x	x	x	x	x	x	x	x	x	x	73	D

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
MASSACHUSETTS (Continued)														
Boston Conservatory of Music, Boston	x												25	B
Boston University, Boston	x	x	x	x	x	x	x	x	x	x	x		74	D
Brandeis University, Waltham	x	x		x	x									D
Cardinal Cushing College, Brookline	x	x		x	x								64	B
Clark University, Worcester	x	x		x	x				x					D
College of the Holy Cross, Worcester	x	x			x									M
College of Our Lady of the Elms, Chicopee	x	x		x	x									B
College of St. Joseph, Framingham	x			x	x									B
Curry College, Milton	x			x	x								64	B
Eastern Nazarene College, Wollaston	x	x		x	x								25	B
Emerson College, Boston	x	x		x	x								75	M
Emmanuel College, Boston	x	x		x	x								76	M
Gordon College, Wenham	x	x		x	x									B
Harvard University, Cambridge	x	x	x	x	x	x	x	x	x	x	x	x	77	D
Hebrew Teachers College, Brookline	x	x		x	x									B
Lesley College, Cambridge	x	x	x	x									78	M
Massachusetts College of Art, Boston	x	x											28	B
Merrimack College, North Andover	x	x			x								64	B
Mt. Alvernia College, Chestnut Hill	x			x	x									B
Mt. Holyoke College, South Hadley	x	x		x	x									B
New England Conservatory of Music, Boston	x	x											25	M
Newton College of the Sacred Heart, Newton	x	x		x	x									B
Northeastern University, Boston	x	x	x	x	x	x	x	x	x	x	x		79	M
Oblate College and Seminary, Natick	x				x									B
Radcliffe College, Cambridge	x	x		x	x									B
Regina Coeli College, Fitchburg	x			x	x									B
Regis College, Weston	x	x		x	x								80	B
St. Hyacinth College and Seminary, Granby	x				x									B
St, John's Seminary, Brighton	x				x									B
St. Stephen's College, Dover	x	x			x									B
Simmons College, Boston	x	x			x								81	M
Smith College, Northampton	x	x		x	x									M
Springfield College, Springfield	x	x	x	x	x	x	x	x	x	x	x		82	M6
State College at Boston, Boston	x	x		x	x	x	x	x	x	x	x			M
State College at Bridgewater, Bridgewater	x	x	x	x	x	x	x	x	x	x	x		83	M
State College at Fitchburg, Fitchburg	x	x	x	x	x	x	x	x	x	x	x		84	M
State College at Framingham, Framingham	x	x	x	x	x	x	x	x	x	x	x		85	M
State College at Lowell, Lowell	x	x	x	x	x			x					25	M

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
MASSACHUSETTS (Continued)														
State College at North Adams, North Adams	x	x	x	x	x	x	x	x	x	x	x			M
State College at Salem, Salem	x	x	x	x	x	x	x	x	x	x	x		64	M
State College at Westfield, Westfield	x	x	x	x	x	x	x	x	x	x	x			M
State College at Worcester, Worcester	x	x	x	x	x	x	x	x	x	x	x		86	M
Stonehill College, North Easton	x	x			x								64	B
Suffolk University, Boston	x	x		x	x	x	x	x	x		x			D
Tufts University, Medford	x	x		x	x	x	x	x	x	x	x			D
University of Massachusetts, Amherst	x	x	x	x	x	x	x	x	x	x	x			D
Wellesley College, Wellesley	x	x												M
Wheaton College, Norton	x	x		x	x									B
Wheelock College, Boston	x	x	x	x										B
MICHIGAN														
Adrian College, Adrian	x	x		x	x									B
Albion College, Albion	x	x		x										M
Alma College, Alma	x	x	x	x	x									B
Andrews University, Berrien Springs	x	x		x	x							x		M
Aquinas College, Grand Rapids	x	x		x	x									B
Calvin College, Grand Rapids	x	x	x	x	x									B
Central Michigan University, Mt. Pleasant	x	x	x	x	x	x	x	x	x		x			Ed.Sp.
Eastern Michigan University, Ypsilanti	x	x	x	x	x	x	x	x	x			x		Ed.Sp.
Ferris State College, Big Rapids	x	x			x									B
Grand Valley State College, Allendale	x	x		x	x									B
Hillsdale College, Hillsdale	x	x		x	x									B
Hope College, Holland	x	x	x	x	x									B
Kalamazoo College, Kalamazoo	x	x			x									B
Madonna College, Livonia	x	x		x	x									B
Marygrove College, Detroit	x	x		x	x							x		M
Mercy College of Detroit, Detroit	x	x		x	x									B
Michigan State University, East Lansing	x	x	x	x	x	x	x	x	x		x			D
Nazareth College, Kalamazoo	x	x		x	x									B
Northern Michigan University, Marquette	x	x	x	x	x	x	x		x			x		Ed.Sp.
Olivet College, Olivet	x	x		x	x									B
Siena Heights College, Adrian	x	x		x	x									M
Spring Arbor College, Spring Arbor	x	x		x	x									B
University of Detroit, Detroit	x	x	x	x	x							x		D
University of Michigan, Ann Arbor	x	x	x	x	x	x	x	x	x		x	x		D
Wayne State University, Detroit	x	x	x	x	x	x	x	x	x	x	x	x		D
Western Michigan University, Kalamazoo	x	x	x	x	x	x	x	x	x	x	x	x		D

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
MINNESOTA														
Augsburg College, Minneapolis	x	x	x	x	x									B
Bemidji State College, Bemidji	x	x	x	x	x	x			x					M
Bethel College and Seminary, St. Paul	x	x	x	x										B
Carlton College, Northfield	x	x	x		x									B
College of St. Benedict, St. Joseph	x	x	x	x	x									B
College of St. Catherine, St. Paul	x	x	x	x	x									B
College of St. Scholastica, Duluth	x	x		x	x									B
College of St. Teresa, Winona	x	x	x	x	x									B
College of St. Thomas, St. Paul	x	x	x		x	x	x		x	x	x			M
Concordia College, Moorhead	x	x	x	x	x									B
Concordia College, St. Paul	x	x	x											B
Gustavus Adolphus College, St. Peter	x	x	x	x	x									B
Hamline University, St. Paul	x	x	x	x	x									B
Macalester College, St. Paul	x	x	x	x	x									B
Mankato State College, Mankato	x	x	x	x	x	x	x		x		x			M
Moorhead State College, Moorhead	x	x	x	x	x	x								M
St. Cloud State College, St. Cloud	x	x	x	x	x	x	x	x	x		x	x		M
St. John's University, Collegeville	x	x		x	x									B
St. Mary's College, Winona	x	x			x							x		M
St. Olaf College, Northfield	x	x	x		x									B
University of Minnesota, Minneapolis	x	x	x	x	x	x	x	x	x		x			D
University of Minnesota, Duluth Branch, Duluth	x	x	x	x	x	x	x	x	x		x			M6
Winona State College, Winona	x	x	x	x	x	x	x		x					M
MISSISSIPPI														
Alcorn Agricultural and Mechanical College, Lorman	x	x		x	x									B
Belhaven College, Jackson	x	x		x	x									B
Blue Mountain College, Blue Mountain	x	x		x	x									B
Delta State College, Cleveland	x	x	x	x	x	x	x				x	x		M
Jackson State College, Jackson	x	x		x	x	x	x	x	x		x	x		M
Millsaps College, Jackson	x	x		x	x									B
Mississippi College, Clinton	x	x	x	x	x	x	x	x	x		x	x		M
Mississippi Industrial College, Holly Springs	x			x	x									B
Mississippi State College for Women, Columbus	x	x	x	x	x							x		M
Mississippi State University, State College	x	x	x	x	x	x	x	x	x	x	x	x		D
Mississippi Valley State College, Itta Bena	x	x			x	x								B
Rust College, Holly Springs	x			x	x									B
Tougaloo College, Tougaloo	x			x	x									B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED									HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL	
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
MISSISSIPPI (Continued)														
University of Mississippi, University	x	x	x	x	x	x	x	x	x	x	x	x		D
University of Southern Mississippi, Hattiesburg	x	x	x	x	x	x	x	x	x	x	x	x		D
William Carey College, Hattiesburg	x	x		x	x									B
MISSOURI	1													
Avila College, Kansas City		x		x	x									B
Calvary Bible College, Kansas City				x										B
Cardinal Glennon College, St. Louis		x			x									B
Central Methodist College, Fayette		x		x	x									B
Central Missouri State College, Warrensburg		x	x	x	x	x	x	x	x	x	x		87	M6
College of the School of the Ozarks, Point Lookout		x		x	x									B
Culver-Stockton College, Canton		x		x	x									B
Drury College, Springfield		x	x	x	x	x	x	x					4	M
Evangel College, Springfield		x		x	x								4	B
Fontbonne College, St. Louis		x	x	x	x									B
Harris Teachers College, St. Louis		x	x	x										B
Immaculate Conception Seminary, Conception		x			x									B
Lincoln University, Jefferson City		x		x	x	x	x	x	x	x			87	M
Lindenwood College, St. Charles		x	x	x	x									B
Marillac College, St. Louis		x	x	x	x									B
Maryville College of the Sacred Heart, St. Louis		x		x	x									B
Missouri Southern College, Joplin		x		x	x									B
Missouri Valley College, Marshall		x		x	x									B
Missouri Western College, St. Joseph		x		x	x									B
Northeast Missouri State College, Kirksville		x	x	x	x	x	x	x	x	x			87	M
Northwest Missouri State College, Maryville		x	x	x	x	x	x	x	x	x			87	M
Notre Dame College, St. Louis		x		x	x									B
Park College, Parkville		x		x	x									B
Rockhurst College, Kansas City		x		x	x									B
St. Louis University, St. Louis		x	x	x	x	x	x	x	x	x	x		4	D
St. Mary's Seminary, Perryville		x			x									B
Southeast Missouri State College, Cape Girardeau		x	x	x	x	x	x	x	x	x			87	M
Southwest Baptist College, Bolivar		x		x	x									B
Southwest Missouri State College, Springfield		x	x	x	x	x	x	x	x	x			87	M
Stephens College, Columbia		x		x	x									B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
MISSOURI (Continued)														
Tarkio College, Tarkio		x		x	x									B
University of Missouri, Columbia		x	x	x	x	x	x	x	x	x	x		88	D
University of Missouri, Kansas City		x	x	x	x	x	x	x	x	x			4	D
University of Missouri, St.Louis		x		x	x	x	x	x	x	x			4	M
Washington University, St. Louis		x	x	x	x	x	x	x	x	x	x	x	4	D
Webster College, Webster Groves		x		x	x							x		M
Westminster College, Fulton		x			x									B
William Jewell College, Liberty		x		x	x									B
William Woods College, Fulton		x		x	x									B
MONTANA	1													
Carroll College, Helena		x		x	x									B
College of Great Falls, Great Falls		x		x	x									B
Eastern Montana College, Billings		x	x	x	x			x	89				89a	M
Montana State University, Bozeman		x	x	x	x	x	x	x	x		x			D
Northern Montana College, Havre		x	x	x	x			x						M[90]
Rocky Mountain College, Billings		x		x	x									B
University of Montana, Missoula		x	x	x	x	x	x	x	x		x			D
Western Montana College, Dillon		x	x	x	x			x	x					M
NEBRASKA														
Chadron State College, Chadron	x	x	x	x	x	x	x	x	x				91	M
College of St. Mary, Omaha	x	x		x	x								92	B
Concordia Teachers College, Seward	x	x	x	x	x								93	B
Creighton University, Omaha	x	x	x	x	x	x	x		x		x	x	94	M6
Dana College, Blair	x	x	x	x	x								95	B
Doane College, Crete	x	x		x	x								96	B
Fairbury Junior College,[3] Fairbury	x			x										A
Hastings College, Hastings	x	x	x	x	x								97	B
Hiram Scott College, Scottsbluff	x			x	x								98	B
Kearney State College, Kearney	x	x	x	x	x	x	x	x	x				99	M
McCook Junior College,[3] McCook	x			x										A
Midland Lutheran College, Fremont	x	x	x	x	x								100	B
Nebraska Wesleyan University, Lincoln	x	x	x	x	x								101	B
Nebraska Western Junior College,[3] Scottsbluff	x													A
North Platte Junior College,[3] North Platte	x													A
Northeastern Junior College,[3] Norfolk	x													A
Peru State College, Peru	x	x	x	x	x								102	B
Platte Junior College,[3] Columbus	x			x										A
Union College, Lincoln	x	x	x	x	x								103	B
University of Nebraska, Lincoln	x	x	x	x	x	x	x	x	x	x	x		104	D
University of Nebraska, Omaha	x	x	x	x	x	x	x	x	x		x		105	M6
Wayne State College, Wayne	x	x	x	x	x				x				106	M

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
NEVADA	1													
University of Nevada, Las Vegas	107	x		x	x	x	x	x	x		x			M
University of Nevada, Reno	107	x	x	x	x	x	x		x			x		M
NEW HAMPSHIRE														
Dartmouth College, Hanover		x			x									B
Keene State College, Keene	x	x	x	x	x	x	x	x	x		x			M
Mount St. Mary College, Hooksett		x		x	x									B
New England College, Henniker		x		x	x									B
Notre Dame College, Manchester	x			x	x									B
Plymouth State College, Plymouth	x	x	x	x	x	x	x	x	x		x			M
Rivier College, Nashua		x		x	x									M
St. Anselm's College, Manchester		x			x									B
University of New Hampshire, Durham	x	x	x	x	x	x	x		x			x		D
NEW JERSEY														
Alma White College, Zarephath	x				x									B
Bloomfield College, Bloomfield	x	x			x								108	B
Caldwell College for Women, Caldwell	x	x		x	x								109	B
College of St. Elizabeth, Convent Station	x	x		x	x								110	B
Fairleigh Dickinson University, Rutherford	x	x		x	x					111		x	112	M
Felician College, Lodi	x			x										B
Georgian Court College, Lakewood	x	x		x	x								113	B
Glassboro State College, Glassboro	x	x	x	x	x	x	x	x	x	x		x	114	M
Jersey City State College, Jersey City	x	x	x	x	x				x	x		x	115	M
Monmouth College, West Long Branch	x	x		x	x	x	x	x	x			x	116	M
Montclair State College, Upper Montclair	x	x	x		x		x		x	x		x	117	M
Newark State College, Union	x	x	x	x	x	x			x	x		x	118	M
Paterson State College, Wayne	x	x	x	x	x	x			x			x	119	M
Princeton University, Princeton	x	x			x									B
Rider College, Trenton	x	x		x	x				x				120	M
Rutgers, The State University, New Brunswick	x	x	x			x	x			x	x	x	121	D
St. Peter's College, Jersey City	x	x			x									B
Seton Hall University, South Orange	x	x		x	x	x	x	x	x	x	x	x	122	M
Trenton State College, Trenton	x	x	x	x	x				x			x	123	M
Upsala College, East Orange	x	x		x	x									B
Westminster Choir College, Princeton	x												25	B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
NEW MEXICO														
College of Artesia, Artesia	x				x									B
College of Santa Fe, Santa Fe	x	x		x	x									B
College of the Southwest, Hobbs	x			x	x									B
Eastern New Mexico University, Portales	x	x	x	x	x	x	x	x				x	124	M6
New Mexico Highlands University, Las Vegas	x	x		x	x	x	x	x	x		x			M
New Mexico Junior College,[3] Hobbs	x				x									
New Mexico State University, Las Cruces	x	x	x	x	x	x	x	x	x		x	x		D
University of Albuquerque, Albuquerque	x	x		x	x	x	x	x	x		x			M
University of New Mexico, Albuquerque	x	x	x	x	x	x	x	x	x	x	x		67	D
Western New Mexico University, Silver City	x	x	x	x	x	x	x	x	x		x			M
NEW YORK[125, 126]														
Adelphi University, Garden City	x	x		x	x					x			127	D
Alfred University, Alfred	x	x			x				x	x			32	M
Bank Street College of Education, New York City	x	x		x					x					M6
Brentwood College, Brentwood, Long Island	x	x		x										B
Briarcliff College, Briarcliff Manor	x	x		x										B
Canisius College, Buffalo	x	x	x		x				x				128	M
City University of New York														
Bernard M. Baruch College, New York City	x	x											64	M
Brooklyn College, Brooklyn	x	x	x	x	x	x	x	x	x	x			129	M6
City College, New York City	x	x	x	x	x	x	x	x	x	x			130	M6
Hunter College, New York City	x	x	x	x	x	x	x	x	x				131	M6
Queens College, Flushing, L.I.	x	x	x	x	x	x	x	x	x	x			132	M6
Richmond College, Staten Island	x	x		x	x	x	x	x	x					M6
Colgate University, Hamilton	x	x			x				x			x		M
College of Mount St. Vincent, Mount St. Vincent-on-Hudson	x	x		x	x								28	B
College of New Rochelle, New Rochelle	x	x		x	x								133	M
College of St. Rose, Albany	x	x		x	x	x	x	x					134	M
Columbia University, New York City														
Barnard College	x	x			x									B
Teachers College	x	x	x	x	x	x	x	x	x	x	x	x	135	D
Cornell University, Ithaca	x	x		x	x	x	x	x	x			x	136	D
Dominican College, Blauvelt	x			x									128	B
Dowling College, Oakdale	x			x	x									B
D'Youville College, Buffalo	x	x		x	x								137	B
Elmira College, Elmira	x	x		x	x								138	M
Finch College, New York City	x	x		x										B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
NEW YORK (Continued)														
Fordham University, Bronx School of Education	x	x		x	x	x	x	x	x		x	x	139	D
Good Counsel College, White Plains	x	x			x								64	B
Hamilton College, Clinton	x	x			x									M
Hartwick College, Oneonta	x	x			x								25	B
Hobart and William Smith College, Geneva	x	x			x									B
Hofstra University, Hempstead, Long Island	x	x	x	x	x	x	x	x	x	x			140	D
Houghton College, Houghton	x	x		x	x								25	B
Iona College, New Rochelle	x	x			x									M
Ithaca College, Ithaca	x	x	x		x	x	x	x					141	M6
Keuka College, Keuka Park	x	x		x	x									B
King's College, Briarcliff Manor	x	x		x									27	B
Ladycliff College, Highland Falls	x	x		x	x								28	B
LeMoyne College, Syracuse	x	x			x									B
Long Island University, Brooklyn	x	x		x	x				x				64	M
C. W. Post College, Brookville	x	x		x	x				x				142	D
Southampton College, Southampton	x	x		x	x									B
Manhattan College, Bronx	x	x		x	x				x				51	M
Manhattan School of Music, New York City	x	x				x	x	x					25	M6
Manhattanville College of the Sacred Heart, Purchase	x	x		x	x							x	25	M
Marist College, Poughkeepsie	x	x			x									B
Marymount College, Tarrytown	x	x		x	x								143	B
Marymount Manhattan College, New York City	x	x		x	x								139	B
Medaille College, Buffalo	x	x		x										M
Mercy College, Dobbs Ferry	x	x		x									139	B
Mills College of Education, New York City	x	x		x										B
Molloy Catholic College for Women, Rockville Centre	x	x		x	x								133	B
Mount St. Mary College, Newburgh	x	x		x	x								139	B
Nazareth College, Rochester	x	x		x	x								142	M
New York University, New York City School of Education	x	x	x	x	x	x	x	x	x	x	x	x	144	D
Niagara University, Niagara University	x	x			x	x	x	x	x			x	145	M6
Notre Dame College of Staten Island, Staten Island	x	x		x										B
Nyack Missionary College, Nyack	x	x		x									25	B
Pace College, New York City	x	x		x	x								146	M
Pace College, Pleasantville	x	x		x	x									B
Pratt Institute, Brooklyn	x	x											28	M
Roberts Wesleyan College, North Chili	x	x		x	x								25	B
Rochester Institute of Technology, Rochester	x	x											28	D
Rosary Hill College, Buffalo	x	x		x	x								113	B
Russell Sage College, Troy	x	x		x	x								147	M

4

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED									HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL	
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
NEW YORK (Continued)														
St. Bernardine of Siena College, Loudonville	x	x			x	x	x	x	x				64	M
St. Bonaventure University, St. Bonaventure	x	x		x	x	x	x	x	x	x			148	M
St. Francis College, Brooklyn	x	x			x									B
St. John Fisher College, Rochester	x	x			x								64	B
St. John's University, Jamaica	x	x		x	x	x	x	x	x	x	x		149	D
St. Joseph's College for Women, Brooklyn	x	x		x	x								150	B
St. Lawrence University, Canton	x	x			x	x	x	x	x	x			51	M
St. Thomas Acquinas College, Sparkill	x			x	x									B
Sarah Lawrence College, Bronxville	x	x		x										M
Skidmore College, Saratoga Springs	x	x		x	x								151	B
State University of New York														
Albany	x	x	x		x	x	x	x	x	x	x		152	D
Binghamton	x	x			x							x		D
Buffalo	x	x	x	x	x	x	x	x	x	x	x		153	D
Stoney Brook	x	x		x	x									D
Upstate Medical Center, Syracuse	x	x											154	D
(State University Colleges)														
Brockport	x	x	x	x	x	x	x	x	x				155	M
Buffalo	x	x	x	x	x	x	x	x					156	M
Cortland	x	x	x	x	x	x	x	x				x	157	M
Fredonia	x	x	x	x	x	x	x	x					158	M
Geneseo	x	x	x	x	x	x	x	x					159	M
New Paltz	x	x	x	x	x	x	x	x					28	M
Oneonta	x	x	x	x	x	x	x	x	x				160	M
Oswego	x	x	x	x	x	x	x	x	x	x			161	M
Plattsburgh	x	x	x	x	x	x	x	x	x	x			162	M
Potsdam	x	x	x	x	x	x	x	x					25	M
Syracuse University, Syracuse	x	x	x	x	x	x	x	x	x	x	x		163	D
University of Rochester, Rochester	x	x	x	x	x	x	x	x			x		164	D
Utica College (of Syracuse University), Utica	x	x			x									B
Vassar College, Poughkeepsie	x	x		x	x									B
Wagner College, Staten Island	x	x		x	x	x	x	x					32	M
Yeshiva University, New York City														
Belfer Graduate School	x	x			x									M
Ferkauf Graduate School	x	x		x	x	x	x	x	x	x			139	D
Stern College	x	x		x										B
NORTH CAROLINA														
Appalachian State University, Boone	x	x	x	x	x	x	x	x	x		x		165	M
Atlantic Christian College, Wilson	x	x	x	x	x									B
Barber-Scotia College, Concord	x	x		x	x									B
Bennett College, Greensboro	x	x		x	x								4	B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
NORTH CAROLINA (Continued)														
Campbell College, Buies Creek	x	x		x	x									B
Catawba College, Salisbury	x	x		x	x									B
Davidson College, Davidson	x	x			x									B
Duke University, Durham	x	x	x	x	x	x	x	x	x		x		4	D
East Carolina University, Greenville	x	x	x	x	x	x	x	x	x		x		166	M
Elizabeth City State University, Elizabeth City	x	x		x	x									B
Elon College, Elon College	x	x		x	x									B
Fayetteville State University, Fayetteville	x	x		x	x									B
Greensboro College, Greensboro	x	x		x	x								4	B
Guilford College, Greensboro	x	x		x	x									B
High Point College, High Point	x	x	x	x	x									B
Johnson C. Smith University, Charlotte	x	x		x	x									B
Lenoir Rhyne College, Hickory	x	x	x	x	x								4	B
Livingstone College, Salisbury	x	x		x	x									B
Mars Hill College, Mars Hill	x	x		x	x								80	B
Meredith College, Raleigh	x	x		x	x									B
Methodist College, Fayetteville	x	x		x	x									B
North Carolina Agricultural and Technical State University, Greensboro	x	x		x	x	x	x		x					M
North Carolina Central University, Durham	x	x	x	x	x	x	x	x	x				166	M
North Carolina State University, Raleigh	x	x	x		x				x					D
North Carolina Wesleyan College, Rocky Mount	x	x			x									B
Pembroke State University, Pembroke	x	x		x	x									B
Pfeiffer College, Misenheimer	x	x		x	x								80	B
Queens College, Charlotte	x	x		x	x									B
St. Andrews Presbyterian College, Laurinburg	x	x		x	x									B
St. Augustine's College, Raleigh	x	x		x	x									B
Salem College, Winston-Salem	x	x	x	x	x									B
Shaw University, Raleigh	x	x		x	x									B
University of North Carolina, Asheville [167]	x	x												B
University of North Carolina, Chapel Hill	x	x	x	x	x	x	x	x	x	x	x		168	D
University of North Carolina, Charlotte	x	x		x	x									B
University of North Carolina, Greensboro	x	x	x	x	x	x	x		x		x		168	D
University of North Carolina, Wilmington	x	x		x	x									B
Wake Forest University, Winston-Salem	x	x			x	x	x	x	x					M
Warren Wilson College, [167] Swannanoa	x													B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
NORTH CAROLINA (Continued)														
Western Carolina University, Cullowhee	x	x	x	x	x	x	x	x	x		x		168	M
Winston-Salem State University, Winston-Salem	x	x	x	x	x									B
NORTH DAKOTA														
Dickinson State College, Dickinson	x	x	x	x	x			x	x					B
Jamestown College, Jamestown	x	x		x	x			x	x	x				B
Mary College, Bismarck	x	x		x	x			x		x				B
Mayville State College, Mayville	x	x	x	x	x			x	x					B
Minot State College, Minot	x	x	x	x	x			x	x	x				M
North Dakota State University, Fargo	x	x	x		x		x	x	x	x	x	x		D
University of North Dakota, Grand Forks	x	x	x	x	x	x	x	x	x	x	x	x	169	D
Valley City State College, Valley City	x	x	x	x	x			x	x	x				B
OHIO														
Antioch College, Yellow Springs	x	x		x	x									B
Ashland College, Ashland	x	x		x	x									B
Athenaeum of Ohio, Cincinnati	x	x		x	x									B
Baldwin-Wallace College, Berea	x	x	x	x	x									B
Bluffton College, Bluffton	x	x		x	x									B
Bowling Green State University, Bowling Green	x	x	x	x	x				x	x	x			D
Capital University, Columbus	x	x	x	x	x									D
Case Western Reserve University, Cleveland	x	x		x	x				x	x	x	x		D
Cedarville College, Cedarville	x			x	x									B
Central State University, Wilberforce	x	x	x	x	x									M
Cleveland State University, Cleveland	x	x		x	x									M
College of Mount St. Joseph-on-the-Ohio, Mount St. Joseph	x	x			x									B
College of Steubenville, Steubenville	x	x		x	x									B
College of Wooster, Wooster	x	x			x									M
Defiance College, Defiance	x	x		x	x									B
Denison University, Granville	x	x			x									M
Edgecliff College, Cincinnati	x	x		x	x									B
Findlay College, Findlay	x			x	x									B
Heidelberg College, Tiffin	x	x		x	x									B
Hiram College, Hiram	x	x	x	x	x									B
John Carroll University, Cleveland	x	x	x		x						x			D
Kent State University, Kent	x	x	x	x	x				x	x	x	x		D
Lake Erie College, Painesville	x	x		x	x									B
Malone College, Canton	x			x	x									B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
OHIO (Continued)														
Marietta College, Marietta	x	x			x									B
Mary Manse College, Toledo	x	x		x	x									B
Miami University, Oxford	x	x	x	x	x				x	x	x	x		D
Mt. Union College, Alliance	x	x		x	x									B
Muskingum College, New Concord	x	x		x	x									B
Notre Dame College, South Euclid, Cleveland	x	x			x									B
Oberlin College, Oberlin	x	x			x									M
Ohio Dominican College, Columbus	x	x		x	x									B
Ohio Northern University, Ada	x	x		x	x									D
Ohio State University, Columbus	x	x	x	x	x				x	x	x	x		D
Ohio University, Athens	x	x	x	x	x				x	x	x	x		D
Ohio Wesleyan University, Delaware	x	x		x	x									M
Otterbein College, Westerville	x	x	x	x	x									B
Rio Grande College, Rio Grande	x			x	x									B
St. John College, Cleveland	x	x	x	x										B
University of Akron, Akron	x	x	x	x	x				x	x	x			D
University of Cincinnati, Cincinnati	x	x	x	x	x				x	x	x	x		D
University of Dayton, Dayton	x	x	x	x	x				x		x			M
University of Toledo, Toledo	x	x	x	x	x				x	x	x			D
Urbana College, Urbana	x			x	x									B
Ursuline College, Cleveland	x	x			x									B
Walsh College, Canton	x				x									B
Western College for Women, Oxford	x	x		x	x									B
Wilberforce University, Wilberforce	x				x									B
Wilmington College, Wilmington	x	x	x	x	x									B
Wittenberg University, Springfield	x	x	x	x	x				x		x			M
Wright State University, Dayton	x			x	x	x	x	x	x		x			M
Xavier University, Cincinnati	x	x			x						x			M
Youngstown University, Youngstown	x	x	x	x	x									M
OKLAHOMA														
Bethany Nazarene College, Bethany	x	x		x	x								170	B
Central State College, Edmond	x	x	x	x	x	171	171		x		171	x	172	M
East Central State College, Ada	x	x	x	x	x	171	171		x		171	x	170	M
Langston University, Langston	x	x	x	x	x								170	B
Northeastern State College, Tahlequa	x	x	x	x	x	171	171		x		171	x	173	M
Northwestern State College, Alva	x	x	x	x	x	171	171		x		171	x	173	M
Oklahoma Baptist University, Shawnee	x	x	x	x	x								170	B
Oklahoma Christian College, Oklahoma City	x	x		x	x								170	B
Oklahoma City University, Oklahoma City	x	x		x	x							x	174	M
Oklahoma College of Liberal Arts, Chickasha	x	x	x	x	x								170	B
Oklahoma State University Stillwater	x	x	x	x	x	x	x		x	x	x	x	175	D

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
OKLAHOMA (Continued)														
Oral Roberts University, Tulsa	x			x	x								170	B
Panhandle State College, Goodwell	x	x	x	x	x								170	B
Phillips University, Enid	x	x	x	x	x	171	171				171	x	170	M
Southeastern State College, Durant	x	x	x	x	x	171	171		x		171		170	M
Southwestern State College, Weatherford	x	x	x	x	x	171	171		x		171		173	M
University of Oklahoma, Norman	x	x	x	x	x	x	x		x		x	x	176	D
University of Tulsa, Tulsa	x	x	x	x	x	x	x		x		x	x	170	D
OREGON														
Cascade College, Portland	x	x			x									B
Eastern Oregon College, LaGrande	x	x	x	x	x									M
Lewis and Clark College, Portland	x	x	x	x	x									M
Linfield College, McMinnville	x	x			x									M
Marylhurst College, Marylhurst	x	x	x	x	x									B
Mt. Angel College, Mt. Angel	x	x		x										B
Oregon College of Education, Monmouth	x	x	x	x	x			x	x					M
Oregon State University, Corvallis	x	x	x	x	x			x						D
Pacific University, Forest Grove	x	x		x	x									M
Portland State University, Portland	x	x	x	x	x	x	x		x					M
Reed College, Portland	x	x	x		x							x		M
Southern Oregon College, Ashland	x	x	x	x	x									M
University of Oregon, Eugene	x	x	x	x	x	x	x	x	x	x	x			D
University of Portland, Portland	x	x		x	x									M
Willamette University, Salem	x	x			x									M
PENNSYLVANIA													177	
Albright College, Reading	x	x			x									B
Allegheny College, Meadville	x	x		x	x							x		M
Alliance College, Cambridge Springs	x	x												B
Alvernia College, Reading	x	x		x	x									B
Beaver College, Glenside	x	x		x	x									B
Bloomsburg State College, Bloomsburg	x	x	x	x	x									M
Bryn Mawr College, Bryn Mawr	x	x			x				x	x				D
Bucknell University, Lewisburg	x	x		x	x	x	x		x					M
Cabrini College, Radnor	x	x		x	x									B
California State College, California	x	x	x	x	x				x					M
Carlow College, Pittsburgh	x	x		x	x									B
Carnegie-Mellon University, Pittsburgh	x	x			x									M
Cedar Crest College, Allentown	x	x		x	x									B
Chatham College, Pittsburgh	x	x		x	x									B
Chestnut Hill College, Philadelphia	x	x			x									B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
PENNSYLVANIA (Continued)												177		
Cheyney State College, Cheyney	x	x	x	x	x									M
Clarion State College, Clarion	x	x	x	x	x									M
College Misericordia, Dallas	x	x		x	x									B
Dickinson College, Carlisle	x	x			x									B
Drexel Institute of Technology, Philadelphia	x	x			x									D
Duquesne University, Pittsburgh	x	x	x	x	x	x	x		x	x		x		D
East Stroudsburg State College, East Stroudsburg	x	x	x	x	x									M
Eastern Baptist College, Philadelphia	x	x		x	x									B
Edinboro State College, Edinboro	x	x	x	x	x				x	x				M
Elizabethtown College, Elizabethtown	x	x		x	x									B
Franklin and Marshall College, Lancaster	x	x			x									B
Gannon College, Erie	x	x	x		x				x			x		M
Geneva College, Beaver Falls	x	x		x	x									B
Gettysburg College, Gettysburg	x	x		x	x									B
Grove City College, Grove City	x	x		x	x									B
Gwynedd-Mercy College, Gwynedd Valley	x	x		x	x									B
Holy Family College, Philadelphia	x	x		x	x									B
Immaculata College, Immaculata	x	x		x	x									B
Indiana University of Pennsylvania, Indiana	x	x	x	x	x				x	x				D
Juniata College, Huntingdon	x	x		x	x									B
King's College, Wilkes-Barre	x	x	x		x									B
Kutztown State College, Kutztown	x	x	x	x	x				x					M
Lafayette College, Easton	x	x			x									B
LaSalle College, Philadelphia	x	x			x									B
Lebanon Valley College, Annville	x	x		x	x									B
Lehigh University, Bethlehem	x	x	x	x	x	x	x		x		x	x		D
Lincoln University, Lincoln University	x	x			x									B
Lock Haven State College, Lock Haven	x	x	x	x	x									B
Lycoming College, Williamsport	x	x		x	x									B
Mansfield State College, Mansfield	x	x	x	x	x									M
Marywood College, Scranton	x	x	x	x	x				x	x				M
Mercyhurst College, Erie	x	x		x	x									B
Messiah College, Grantham	x	x		x	x									B
Millersville State College, Millersville	x	x	x	x	x				x	x				M
Moore College of Art, Philadelphia	x	x												B
Moravian College, Bethlehem	x	x		x	x									B
Muhlenberg College, Allentown	x	x	x	x	x									B
Pennsylvania State University, The, University Park	x	x	x	x	x	x	x	x	x	x	x			D
Philadelphia College of Art, Philadelphia	x	x												B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
PENNSYLVANIA (Continued)													177	
Philadelphia Musical Academy, Philadelphia	x	x												B
PMC Colleges, Chester	x	x			x									B
Point Park College, Pittsburgh	x	x		x	x									B
Rosemont College, Rosemont	x	x		x	x									B
St. Francis College, Loretto	x	x		x	x									B
St. Joseph's College, Philadelphia	x	x		x	x									B
St. Vincent College, Latrobe	x	x			x									B
Seton Hill College, Greensburg	x	x		x	x									B
Shippensburg State College, Shippensburg	x	x	x	x	x				x					M
Slippery Rock State College, Slippery Rock	x	x	x	x	x				x					M
Susquehanna University, Selinsgrove	x	x			x									B
Swarthmore College, Swarthmore	x	x			x									B
Temple University, Philadelphia	x	x	x	x	x	x	x	x	x	x	x	x		D
Thiel College, Greenville	x	x		x	x									B
University of Pennsylvania, Philadelphia	x	x	x	x	x	x	x		x	x	x	x		D
University of Pittsburgh, Pittsburgh	x	x	x	x	x	x	x	x	x	x	x	x		D
University of Scranton, Scranton	x	x	x	x	x	x	x		x					M
Ursinus College, Collegeville	x	x			x									B
Villa Maria College, Erie	x	x		x	x									B
Villanova University, Villanova	x	x		x	x	x	x		x					M
Washington and Jefferson College, Washington	x	x		x	x									B
Waynesburg College, Waynesburg	x	x		x	x									B
West Chester State College, West Chester	x	x	x	x	x				x			x		M
Westminster College, New Wilmington	x	x		x	x				x					M
Wilkes College, Wilkes-Barre	x	x		x	x									B
Wilson College, Chambersburg	x	x		x	x									B
PUERTO RICO[177a]	1													
Catholic University of Puerto Rico, Santa Maria, Ponce		x		x	x									
College of the Sacred Heart, Santurce		x			x									
Inter American University of Puerto Rico, San German		x		x	x									
Puerto Rico Junior College,[3] Rio Piedras		x		x										
University of Puerto Rico, Rio Piedras		x	x	x	x	x	x	x	x		x			

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
RHODE ISLAND														
Barrington College, Barrington	x	x		x	x									B
Brown University, Providence	x	x		x	x							x		M
Bryant College, Providence	x	x			x									B
Catholic Teachers College,[178] Providence	x			x	x									M
Mount St. Joseph College, Wakefield	x			x	x									B
Providence College, Providence	x	x			x	x	x		x					M
Rhode Island College, Providence	x	x	x	x	x	x	x	x	x		x	x		M6
Rhode Island School of Design, Providence	x	x		x	x							x		M
Salve Regina College, Newport	x	x		x	x									B
University of Rhode Island, Kingston	x	x		x	x				x	x				M
SOUTH CAROLINA														
Allen University, Columbia	x			x	x									B
Baptist College, Charleston	x			x	x									B
Benedict College, Columbia	x	x		x	x									B
Bob Jones University, Greenville	x			x	x									B
Central Wesleyan College,Central	x			x	x									B
Citadel, The Military College of South Carolina, Charleston	x	x			x							x		M
Claflin College, Orangeburg	x	x		x	x									B
Clemson University, Clemson	x	x		x	x	x	x	x	x	x	x	x		M
Coker College, Hartsville	x	x		x	x									B
College of Charleston, Charleston	x	x			x									B
Columbia College, Columbia	x	x		x	x									B
Converse College, Spartanburg	x	x		x	x							x		M
Erskine College, Due West	x	x		x	x									B
Furman University, Greenville	x	x		x	x	x	x	x	x	x	x	x		M
Lander College, Greenwood	x	x		x	x									B
Limestone College, Gaffney	x	x		x	x									B
Morris College, Sumter	x			x	x									B
Newberry College, Newberry	x	x		x	x									B
Presbyterian College, Clinton	x	x			x									B
South Carolina State College, Orangeburg	x	x		x	x	x	x	x	x	x	x			M
University of South Carolina, Columbia	x	x	x	x	x	x	x	x	x	x	x			M
Voorhees College, Denmark	x	x		x	x									B
Winthrop College, Rock Hill	x	x		x	x	x	x	x	x	x	x	x		M
Wofford College, Spartanburg	x	x			x	x	x	x	x	x	x	x		M
SOUTH DAKOTA													179	
Augustana College, Sioux Falls	x	x	x	x	x								4	M
Black Hills State College, Spearfish	x	x	x	x	x								4	M
Dakota Wesleyan University, Mitchell	x	x		x	x									B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED											HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL			
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
SOUTH DAKOTA (Continued)														
Freeman Junior College,[3] Freeman	x			x										
General Beadle State College, Madison	x	x	x	x	x									B
Huron College, Huron	x	x		x	x									B
Mt. Marty College, Yankton	x	x	x	x	x									B
Northern State College, Aberdeen	x	x	x	x	x	x	x		x		x		180	M
Presentation College,[3] Aberdeen	x			x										
Sioux Falls College, Sioux Falls	x	x		x	x									B
South Dakota State University, Brookings	x	x	x		x	x	x		x		x		181	D
Southern State College, Springfield	x	x	x	x	x									B
University of South Dakota, Vermillion	x	x	x	x	x	x	x		x		x		180	D
Yankton College, Yankton	x	x		x	x									B
TENNESSEE														
Austin Peay State College, Clarksville	x	x	x	x	x	x	x	x	x					M
Belmont College, Nashville	x	x		x	x									B
Bethel College, McKenzie	x	x		x	x									B
Bryan College, Dayton	x			x	x									B
Carson Newman College, Jefferson City	x	x	x	x	x									B
Christian Brothers College, Memphis	x	x			x									B
David Lipscomb College, Nashville	x	x	x	x	x									B
East Tennessee State University, Johnson City	x	x	x	x	x	x	x	x	x		x			M
Fisk University, Nashville	x	x		x	x									B
George Peabody College for Teachers, Nashville	x	x	x	x	x	x	x	x	x		x			D
King College, Bristol	x	x			x									B
Knoxville College, Knoxville	x	x		x	x									B
Lambuth College, Jackson	x	x		x	x									B
Lane College, Jackson	x	x		x	x									B
Lee College, Cleveland	x			x	x									B
LeMoyne College, Memphis	x	x		x	x									B
Lincoln Memorial University, Harrogate	x	x		x	x									B
Maryville College, Maryville	x	x		x	x									B
Memphis State University, Memphis	x	x	x	x	x	x	x	x	x		x			D
Middle Tennessee State University, Murfreesboro	x	x	x	x	x	x	x	x	x		x			M
Milligan College, Milligan College	x	x	x	x	x									B
Siena College, Memphis	x	x		x	x									B
Southern Missionary College, Collegedale	x	x	x	x	x									B
Southwestern at Memphis, Memphis	x	x			x									B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
TENNESSEE (Continued)														
Tennessee Agricultural and Industrial State University, Nashville	x	x	x	x	x	x	x	x	x					M
Tennessee Technical University, Cookeville	x	x	x	x	x	x	x	x	x		x			M
Tennessee Temple College, Chattanooga	x			x	x									B
Tennessee Wesleyan College, Athens	x	x		x	x									B
Trevecca Nazarene College, Nashville	x			x	x									B
Tusculum College, Greenville	x	x		x	x									B
Union University, Jackson	x	x		x	x									B
University of Tennessee, Knoxville	x	x	x	x	x	x	x	x	x		x			D
Vanderbilt University, Nashville	x	x		x	x									D
TEXAS														
Abilene Christian College, Abilene	x	x	x	x	x	x	x	x	x		x			M
Angelo State College, San Angelo	x	x		x	x									B
Austin College, Sherman	x	x		x	x									M
Baylor University, Waco	x	x		x	x	x	x	x	x		x			D
Bishop College, Dallas	x	x		x	x									B
Dominican College, Houston	x	x		x	x									B
East Texas Baptist College, Marshall	x	x		x	x									B
East Texas State University, Commerce	x	x	x	x	x	x	x	x	x		x			D
Hardin-Simmons University, Abilene	x	x	x	x	x				x					M
Houston Baptist College, Houston	x	x		x	x									B
Howard Payne College, Brownwood	x	x		x	x									M
Huston-Tillotson College, Austin	x	x		x	x									B
Incarnate Word College, San Antonio	x	x	x	x	x									M
Jarvis Christian College (of Texas Christian University), Hawkins	x	x		x	x									B
Lamar State College of Technology, Beaumont	x	x		x	x									M
McMurry College, Abilene	x	x		x	x									M
Mary Hardin-Baylor College, Belton	x	x		x	x									B
Midwestern University, Wichita Falls	x	x		x	x				x					M
North Texas State University, Denton	x	x	x	x	x	x	x	x	x		x			D
Our Lady of the Lake College, San Antonio	x	x	x	x	x	x	x	x	x		x			M
Pan American College, Edinburg	x	x		x	x									B
Paul Quinn College, Waco				x	x									B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
TEXAS (Continued)														
Prairie View Agricultural and Mechanical College, Prairie View	x	x	x	x	x			x	x					M
(Wm. Marsh) Rice University, Houston	x	x			x									D
St. Edward's University, Austin	x	x		x	x									B
St. Mary's University of San Antonio, San Antonio	x	x		x	x	x	x		x		x			M
Sam Houston State College, Huntsville	x	x	x	x	x	x	x	x	x		x			M
Southern Methodist University, Dallas	x	x	x	x	x				x					D
Southwest Texas State College, San Marcos	x	x	x	x	x	x	x	x	x		x			M
Southwestern University, Georgetown	x	x		x	x									B
Stephen F. Austin State College, Nacogdoches	x	x	x	x	x	x	x	x	x		x			M
Sul Ross State College, Alpine	x	x		x	x	x	x		x		x			M
Tarleton State College, Stephenville	x	x		x	x									B
Texas A&I University, Kingsville	x	x	x	x	x	x	x	x	x		x			M
Texas A&M University, College Station	x	x		x	x	x	x	x	x		x			D
Texas Christian University, Fort Worth	x	x	x	x	x	x	x	x	x		x			D
Texas College, Tyler	x			x	x									B
Texas Lutheran College, Sequin	x	x		x	x									B
Texas Southern University, Houston	x	x	x	x	x	x	x	x	x		x			M
Texas Technological College, Lubbock	x	x	x	x	x	x	x	x	x		x			D
Texas Wesleyan College, Fort Worth	x	x	x	x	x									M
Texas Woman's University, Denton	x	x	x	x	x			x	x					D
Trinity University, San Antonio	x	x	x	x	x			x	x					M
University of Corpus Christi, Corpus Christi	x	x		x	x									B
University of Dallas, Dallas	x	x		x	x									B
University of Houston, Houston	x	x	x	x	x	x	x	x	x		x			D
University of St. Thomas, Houston	x	x			x									B
University of Texas at Arlington, Arlington	x	x			x									B
University of Texas at Austin, Austin	x	x	x	x	x	x	x	x	x		x			D
University of Texas at El Paso, El Paso	x	x		x	x	x	x	x	x		x			M
Wayland Baptist College, Plainview	x	x		x	x									B
West Texas State University, Canyon	x	x	x	x	x	x	x	x	x		x			M
Wiley College, Marshall	x	x		x	x									B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
UTAH														
Brigham Young University, Provo	x	x	x	x	x	x	x	x	x	x	x		182	D
College of Southern Utah, Cedar City	x	x	x	x	x								183	B
University of Utah, Salt Lake City	x	x	x	x	x	x	x	x	x	x	x		182	D
Utah State University, Logan and Cedar City	x	x	x	x	x	x	x	x	x	x	x		182	D
Weber State College, Ogden	x	x	x	x	x	x	x	x	x	x	x		182	B
Westminster College, Salt Lake City	184	x		185	x									B5
VERMONT														
Antioch-Putney Graduate School of Education (of Antioch College, Ohio), Putney	x	x										x		M
Bennington College, Bennington	x	x												B
Castleton State College, Castleton	x	x		x										B
College of St. Joseph the Provider, Rutland	x			x									4	B
Goddard College, Plainfield	x	x												B
Johnson State College, Johnson	x	x		x										B
Lyndon State College, Lyndon Center	x	x		x										B
Middlebury College, Middlebury	x	x		x	x									M
Norwich University, Northfield	x	x			x									B
St. Michael's College, Winooski	x	x												M
Trinity College, Burlington	x													B
University of Vermont and State Agricultural College, Burlington	x	x	x	x	x	x	x		x		x			D
Windham College, Putney	x	x			x									B
VIRGINIA														
Bridgewater College, Bridgewater	x	x		x	x									B
College of William and Mary, Williamsburg	x	x		x	x									D
Eastern Mennonite College, Harrisonburg	x	x		x	x									B
Emory and Henry College, Emory	x	x		x	x									B
George Mason College (of the University of Virginia), Fairfax														B
Hampden-Sydney College, Hampden-Sydney	x	x		x	x									B
Hampton Institute, Hampton	x	x		x	x									M
Hollins College, Hollins College	x	x		x	x									M
Longwood College, Farmville	x	x	x	x	x									M
Lynchburg College, Lynchburg	x	x												M
Madison College, Harrisonburg	x	x	x	x	x									M
Mary Baldwin College, Staunton	x	x		x	x									B

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
VIRGINIA (Continued)														
Mary Washington College (of the University of Virginia), Fredericksburg	x	x		x	x									B
Norfolk State College, Norfolk	x	x		x	x									B
Old Dominion College, Norfolk	x	x	x	x	x									M
Presbyterian School of Christian Education, Richmond	x	x		x	x									M
Radford College, Radford	x	x	x	x	x									M
Randolph-Macon College, Ashland	x	x		x	x									B
Randolph-Macon Woman's College, Lynchburg	x	x		x	x									B
Richmond College, Richmond	x	x		x	x									M
Roanoke College, Salem	x	x		x	x									B
St. Paul's College, Lawrenceville	x	x		x	x									B
Shenandoah Conservatory of Music, Winchester	x	x		x	x									B
Stratford College, Danville	x	x		x	x									B
Sweet Briar College, Sweet Briar	x	x		x	x									B
University of Virginia, Charlottesville	x	x	x	x	x									D
Virginia Military Institute, Lexington	x	x		x	x									B
Virginia Commonwealth University, Richmond	x	x		x	x									D
Virginia Polytechnic Institute, Blacksburg	x	x		x	x									D
Virginia State College, Petersburg	x	x	x	x	x									M
Virginia Union University, Richmond	x	x		x	x									B
Virginia Wesleyan College, Norfolk	x	x		x	x									B
Washington and Lee University, Lexington	x	x		x	x									B
Westhampton College, Richmond	x	x		x	x									B
WASHINGTON														
Central Washington State College, Ellensburg	x	x	x	x	x	x	x	x	x	x				M
Eastern Washington State College, Cheney	x	x	x	x	x	x	x	x	x	x				M
Fort Wright College, Spokane	x	x	x	x	x									B
Gonzaga University, Spokane	x	x	x	x	x	x	x							M
Pacific Lutheran University, Tacoma	x	x	x	x	x	x	x							M
St. Martin's College, Olympia	x	x		x	x									B
Seattle Pacific College, Seattle	x	x	x	x	x	x	x							M
Seattle University, Seattle	x	x	x	x	x	x	x							M
University of Puget Sound, Tacoma	x	x	x	x	x	x	x							M
University of Washington, Seattle	x	x	x	x	x	x	x	x	x	x	x			D
Walla Walla College, College Place	x	x		x	x	x	x							M

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
WASHINGTON (Continued)														
Washington State University, Pullman	x	x	x	x	x	x	x	x	x	x	x	x		D
Western Washington State College, Bellingham	x	x	x	x	x	x	x	x	x	x	x	x		M
Whitman College, Walla Walla	x	x		x	x									B
Whitworth College, Spokane	x	x	x	x	x	x	x							B
WEST VIRGINIA														
Alderson-Broaddus College, Philippi	x	x		x	x									B
Bethany College, Bethany	x	x	x	x	x									B
Bluefield State College, Bluefield	x	x		x	x									B
Concord College, Athens	x	x	x	x	x									B
Davis and Elkins College, Elkins	x	x		x	x									B
Fairmont State College, Fairmont	x	x	x	x	x									B
Glenville State College, Glenville	x	x	x	x	x									B
Marshall University, Huntington	x	x	x	x	x	x	x	x	x		x			M6
Morris Harvey College, Charleston	x	x		x	x									B
Salem College, Salem	x	x		x	x									B
Shepherd College, Shepherdstown	x	x	x	x	x									B
West Liberty State College, West Liberty	x	x	x	x	x									B
West Virginia Institute of Technology, Montgomery	x	x	x		x									B
West Virginia State College, Institute	x	x	x	x	x									B
West Virginia University, Morgantown	x	x	x	x	x	x	x	x	x		x			D
West Virginia Wesleyan College, Buckhannon	x	x		x	x									B
Wheeling College, Wheeling	x	x			x									B
WISCONSIN														
Alverno College, Milwaukee	x	x	x	x	x									B
Ashland County Teachers College, Ashland	x			x										
Beloit College, Beloit	x	x		x	x									B
Cardinal Stritch College, Milwaukee	x	x	x	x	x									M
Carroll College, Waukesha	x	x	x	x	x									B
Carthage College, Kenosha	x	x		x	x									B
Columbia County Teachers College, Columbus	x			x										
Dodge County Teachers College, Mayville	x			x										
Dominican College, Racine	x	x		x	x									B
Door-Kewaunee County Teachers College, Algoma	x			x										

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
WISCONSIN (Continued)														
Edgewood College of the Sacred Heart, Madison	x	x	x	x	x									B
Holy Family College, Manitowoc	x	x	x	x	x									B
Juneau County Teachers College, New Lisbon	x			x										
Lakeland College, Sheboygan	x	x		x	x									B
Langlade County Teachers College, Antigo	x			x										
Lawrence University, Appleton	x	x		x	x									B
Manitowoc County Teachers College, Manitowoc	x			x										
Marian College, Fond du Lac	x	x	x	x	x									B
Marquette University, Milwaukee	x	x	x	x	x	x	x	x	x	x	x			D
Milton College, Milton	x	x		x	x									B
Mt. Mary College, Milwaukee	x	x	x	x	x									B
Mt. Senario College, Ladysmith	x			x	x									B
Northland College, Ashland	x	x		x	x									B
Outagamie County Teachers College, Kaukauna	x			x										
Polk County Teachers College, Frederic	x			x										
Racine-Kenosha County Teachers College, Union Grove	x			x										
Ripon College, Ripon	x	x		x	x									B
St. Norbert College, West DePere	x	x	x	x	x									B
Sheboygan County Teachers College, Sheboygan Falls	x			x										
Stout State University, Menomonie	x	x	x		x				x	x				M
Taylor County Teachers College, Medford	x			x										
University of Wisconsin, Green Bay	x			x	x									B
University of Wisconsin, Madison	x	x	x	x	x	x	x	x	x	x	x			D
University of Wisconsin, Milwaukee	x	x	x	x	x	x	x	x	x	x	x			D
Vernon County Teachers College, Viroqua	x			x										
Viterbo College, La Crosse	x	x	x	x	x									B
Waushara County Teachers College, Wautoma	x			x										
Wisconsin State University, Eau Claire	x	x	x	x	x					x		x		M
Wisconsin State University, La Crosse	x	x	x	x	x					x				M
Wisconsin State University, Oshkosh	x	x	x	x	x				x			x		M
Wisconsin State University, Platteville	x	x	x	x	x				x			x		M
Wisconsin State University, River Falls	x	x	x	x	x					x		x		M
Wisconsin State University, Stephens Point	x	x	x	x	x									M

APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION, AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED										HIGHEST DEGREE CONFERRED
				TEACHERS		SCHOOL SERVICE PERSONNEL						SPECIAL		
	STATE	REGIONAL	NATIONAL	ELEMENTARY	SECONDARY	ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS	SUPERVISORS/ CURRICULUM DIRECTORS	GUIDANCE COUNSELORS/ STUDENT PERSONNEL	PSYCHOLOGISTS	SUPERINTENDENTS	MASTER OF ARTS IN TEACHING	OTHER	
WISCONSIN (Continued)														
Wisconsin State University, Superior	x	x	x	x	x	x	x	x	x	x	x			M
Wisconsin State University, Whitewater	x	x	x	x	x					x				M
WYOMING														
University of Wyoming, Laramie	x	x	x	x	x	x	x	x	x	x	x		186	D

FOOTNOTES
APPROVED TEACHER EDUCATION INSTITUTIONS

[1] Either no legal authority or no formal process for accreditation.
[2] Educational specialist.
[3] Approved for two years of work toward a certificate.
[4] Special education.
[5] Special education; higher education; wide range of graduate specializations.
[6] Vocational and technical subjects and fields.
[6a] In progress.
[7] Sixth-year professional certificate programs in a wide range of specializations; higher education.
[8] Special education—handicapped; social worker; librarian.
[9] Reading consultant; industrial arts.
[10] Psychological examiner; mentally retarded.
[11] Vocational homemaking; mentally retarded.
[12] Art; librarian; health and physical education; mentally retarded; physically handicapped; reading consultant; speech correction and hearing conservation. Approval for administration and supervision (intermediate) was preliminary at the time of reporting; program was to be instituted in 1969-70.
[13] Art; music; health and physical education; reading consultant.
[14] Vocational agriculture; vocational homemaking; music; health and physical education; mentally retarded; speech correction and hearing conservation; reading consultant; psychological examiner.
[15] Art; music; mentally retarded; reading consultant; psychological examiner.
[16] M.A.T. includes art and music for grades 7-12; no approved undergraduate programs.
[17] Music; reading consultant.
[18] No official list is issued, but graduates of these institutions who qualify may take examinations for certificates.
[19] Special education; reading specialist.
[20] Educational technology; higher education.
[21] Special education; emotionally disturbed; M.A. in physical education.
[22] Master's programs in research administration and supervision, guidance and counseling, student personnel administration, special education, and adult and continuing education.
[23] Teaching of disadvantaged.
[24] Fifth-year diploma.
[25] Music.
[26] Art; music; speech correction.
[27] Music; physical education.
[28] Art.
[29] Art; music; speech correction; physical education; educable mentally handicapped.
[30] Art; music; physical education; educable mentally handicapped.
[31] Hebrew.
[32] Art; music.
[33] Speech and drama.
[34] Art; music; speech correction; physical education; home economics; industrial arts.
[35] Music; speech correction; physical education.
[36] Physical education; health education.
[37] Art; speech correction; physical education; educable mentally handicapped; home economics; industrial arts; health education; agriculture; business; mathematics; dance; biological science; physical science; chemistry; physics; social science; blind; deaf and hard-of-hearing; physically handicapped; maladjusted; trainable mentally handicapped.
[38] Art; music; speech and drama; mathematics; chemistry; physics; English; Spanish; French; German.
[39] Art; music; physical education.
[40] Art; music; physical education; mathematics; social science; English; general science.
[41] Art; music; speech and drama; mathematics; social science; English; Spanish; history.
[42] Art; music; speech correction; physical education; educable mentally handicapped; home economics; industrial arts; blind; deaf and hard-of-hearing; physically handicapped; maladjusted.
[43] Music; deaf and hard-of-hearing; speech correction; special learning disabilities.
[44] Educable mentally handicapped.
[45] Art; music; Spanish; French; German; Russian.
[46] Art; music; Spanish; French.
[47] Speech correction.
[48] Art; music; speech correction; physical education; educable mentally handicapped; deaf and hard-of-hearing; maladjusted.
[49] Art; social science; English; Spanish; French; German; Russian; Italian; librarian; guidance.
[49a] Accredited as one institution by the NCATE.
[50] Art; music; speech correction; physical education; educable mentally handicapped; deaf and hard-of-hearing.
[51] Physical education.
[52] Art; music; speech correction; physical education; home economics; industrial arts; agriculture; business.
[53] State and regional accreditation for the bachelor's degree level; temporary state approval for M.A.T.
[54] State, regional, and national accreditation for the bachelor's degree level; regional for master's degree level; tentative state approval for master's degree level.
[55] Offers approved sixth-year program for superintendents but does not grant a specialist's degree.
[56] State and regional accreditation for the bachelor's degree level; temporary state approval for graduate programs.
[57] No accreditation status except provisional temporary state approval for teacher education, said approval to be reviewed in September 1970.
[58] State, regional, and national accreditation at the bachelor's degree level; preliminary regional accreditation for the master's level and tentative state approval.
[59] State approval.
[60] State, regional, and national accreditation for bachelor's degree level; tentative state approval for M.A.T.

FOOTNOTES (*Continued*)

[61] Junior high school (middle school), grades 5-9.

[62] Exceptional children; home economics.

[63] Elementary.

[63a] Art; industrial arts and trade; music.

[64] Business education.

[65] Agriculture; art; exceptional children; health and physical education; home economics; music; speech arts; librarian.

[66] Approved for business education only.

[67] Master's degree in special education.

[68] Home economics.

[69] Approved for art only.

[70] Approved for music only.

[71] Art; music; speech.

[72] Business; guidance.

[73] Reading; special education.

[74] Art; business; deaf; health; music; physical education; reading; librarian; special education; speech; speech therapist.

[75] Speech; speech therapist.

[76] Art; reading.

[77] Art; music; reading.

[78] Art; special education.

[79] Business; physical education; special education; speech therapist.

[80] Librarian.

[81] Home economics; librarian; special education.

[82] Business; driver education; physical education.

[83] Physical education; reading; librarian; special education.

[84] Industrial arts; special education.

[85] Home economics; guidance.

[86] Reading; librarian.

[87] Vocational home economics; special education.

[88] Vocational agriculture; vocational home economics; special education.

[89] Elementary only.

[89a] Special education; vocational rehabilitation.

[90] Master's degree program offered beginning 1969-70.

[91] Language arts and social studies; science and mathematics; speech and drama; English; French; Spanish; German; Russian; history; geography; political science; sociology; economics; social studies; biology; chemistry; physics; mathematics; business; home economics; industrial arts; music; art; physical education; driver education; librarian and media; special education.

[92] Speech and drama; English; French; Spanish; history; sociology; biology; chemistry; mathematics; home economics; music; art.

[93] Speech and drama; English; history; social studies; biology; physical science; mathematics; music; physical education.

[94] Language arts; science and mathematics; speech and drama; English; French; Spanish; Latin; German; history; social science; biology; chemistry; physics; physical science; mathematics; art; special education; speech therapy.

[95] English; social studies; biology; chemistry; general science; mathematics; music; art; physical education; coaching.

[96] Speech and drama; English; French; German; history; political science; economics; biology; chemistry; physics; mathematics; music; art; physical education.

[97] Speech and drama; English; French; Spanish; German; history; geography; social science; biology; chemistry; physics; mathematics; music; art; physical education; special education.

[98] English; French; Spanish; German; history; political science; social science; biology; chemistry; general science; mathematics; music; art; physical education.

[99] Science and mathematics; speech and drama; journalism; English; French; Spanish; German; history; geography; political science; sociology; economics; social studies; biology; chemistry; physics; physical science; mathematics; business; homemaking; industrial arts; music; art; physical education; driver education; librarian and media; special education; reading; speech therapy.

[100] Speech and drama; journalism; English; French; Spanish; German; history; sociology; biology; chemistry; physics; general science; mathematics; music; art; physical education, coaching.

[101] Language arts and social studies; science and mathematics; speech and drama; English; French; Spanish; German; history; political science; sociology; economics; social science; biology; chemistry; physics; general science; mathematics; business; home economics; music; art; physical education; librarian and media; special education; speech therapy.

[102] Language arts and social studies; science and mathematics; speech and drama; journalism; English; French; Spanish; German; history; geography; political science; sociology; economics; social studies; biology; chemistry; physics; earth science; physical science; general science; mathematics; business; home economics; industrial arts; music; art; physical education; driver education; librarian and media.

[103] English; Spanish; history; social science; biology; chemistry; physics; mathematics; business; home economics; music; physical education.

[104] Language arts; speech and drama; journalism; English; French; Spanish; Latin; German; Russian; history; geography; social studies; biology; chemistry; physics; earth science; home economics; industrial arts; agriculture; distributive education; music; art; physical education; driver education; special education; reading; speech therapy.

[105] Middle school; early childhood; language arts and social studies; speech and drama; journalism; English; French; Spanish; German; history; geography; political science; economics; social studies; biology; chemistry; physics; general science; mathematics; business; home economics; industrial arts; music; art; physical education; driver education; librarian and media; special education; reading; speech therapy; psychologist.

[106] Speech and drama; English; French; Spanish; German; history; social studies; biology; chemistry; physics; mathematics; business; home economics; industrial arts; music; art; physical education; driver education; librarian and media.

FOOTNOTES *(Continued)*

[107] The State Department of Education does not have legal responsibility for accreditation of the University of Nevada, which is a constitutional entity. The Department has authority for approval of teacher education programs by reason of certification. Program approvals will commence September 1969. Current preparatory programs for teaching at the Reno and Las Vegas campuses are designed to meet or exceed state certification requirements.

[108] Junior high school.

[109] Junior high school; art; music; librarian (minor).

[110] Art; business; home economics; librarian (minor).

[111] Teaneck campus.

[112] Junior high school; art.

[113] Art; business; music.

[114] Kindergarten-primary; art; exceptional children; health and physical education; home economics; industrial arts; music; speech arts; librarian (minor).

[115] Kindergarten-primary; junior high; art; exceptional children; health; music; nurse; social worker.

[116] Art; speech arts; junior high.

[117] Junior high; art; business; exceptional children; health and physical education; industrial arts; music; speech arts; social worker.

[118] Nursery-kindergarten-elementary; junior high; art; exceptional children; health; physical education; industrial arts; librarian; music; social worker.

[119] Junior high; art; exceptional children; music; speech arts; librarian; social worker.

[120] Junior high; business.

[121] Junior high; art; agriculture; health and physical education; home economics; music; speech arts; librarian; nurse.

[122] Junior high; business; exceptional children; health and physical education.

[123] Kindergarten-primary; junior high; art; business; exceptional children; industrial arts; music; speech arts; librarian; nurse; social worker.

[124] M.A. in teaching of the deaf, speech pathology and audiology.

[125] Graduate only in administration and supervision, counseling, librarian, and psychologist; other programs are four years in length.

[126] The following institutions are approved for dental hygiene teacher: Eastman Dental Dispensary and School for Dental Hygiene, Erie County Technical Institute, Agricultural and Technical Institute at Farmingdale, New York City Community College (Brooklyn), Broome Technical Community College, Hudson Valley Community College, Monroe Community College, and Onondaga Community College.

[127] Speech; nurse-teacher; physical education; art; health; music; mentally retarded; speech and hearing handicapped.

[128] Physically handicapped.

[129] Mentally retarded; speech and hearing handicapped; art; health; home economics; music; physical education; speech.

[130] Mentally retarded; speech and hearing handicapped; music; art; physical education; speech; industrial arts; trade shop; attendance teacher.

[131] Speech and hearing handicapped; physically handicapped; art; business; health; home economics; music; physical education; speech.

[132] Mentally retarded; speech and hearing handicapped; art; home economics; librarian; music; physical education; speech.

[133] Art; speech.

[134] Business; music; mentally retarded; speech and hearing handicapped.

[135] Mentally retarded; physically handicapped; speech and hearing handicapped; art; business; health; home economics; librarian; music; physical education; recreation; speech; industrial arts; nurse-teacher; dental hygiene teacher; attendance teacher.

[136] Agriculture; home economics.

[137] Mentally retarded; business.

[138] Art; business.

[139] Mentally retarded.

[140] Mentally retarded; speech and hearing handicapped; physically handicapped; art; business; music; speech.

[141] Speech and hearing handicapped; recreation; physical education; speech; health; music.

[142] Art; business; music; speech; speech and hearing handicapped.

[143] Art; home economics.

[144] Mentally retarded; speech and hearing handicapped; physically handicapped; art; business; health; home economics; music; physical education; speech; dental hygiene teacher.

[145] Business; physical education; attendance teacher.

[146] Speech and hearing handicapped; business.

[147] Mentally retarded; physical education; nurse-teacher.

[148] Business; physical education.

[149] Art; business; librarian; speech.

[150] Speech.

[151] Art; business; music; physical education.

[152] Speech and hearing handicapped; business; librarian; speech.

[153] Art; business; health; music; physical education; recreation; speech; nurse-teacher.

[154] Speech and hearing handicapped.

[155] Speech and hearing handicapped; health; physical education; recreation; speech; dental hygiene teacher.

[156] Mentally retarded; physically handicapped; speech and hearing handicapped; art; home economics; industrial arts; trade shop and technical and related subjects.

[157] Health; physical education; recreation; speech; nurse-teacher; dental hygiene teacher.

[158] Music; speech; speech and hearing handicapped.

[159] Mentally retarded; physically handicapped; speech and hearing handicapped; librarian; speech.

[160] Home economics; speech; nurse-teacher.

[161] Speech; industrial arts; shop; related trade subjects.

[162] Nurse-teacher; health; home economics.

[163] Mentally retarded; physically handicapped; speech and hearing handicapped; art; business; health; home economics; librarian; music; physical education; recreation; speech; dental hygiene teacher.

[164] Mentally retarded; music.

[165] Audiovisual director; supervisor of student teaching; librarian; special education.

FOOTNOTES *(Continued)*

[166] Audiovisual director; librarian; special education.
[167] New institution authorized to grant degrees and have graduates certificated but programs have not been evaluated.
[168] Special education; librarian.
[169] Sixth-year program in administration.
[170] Art; music; health and physical education.
[171] Provisional certificate.
[172] Art; music; health and physical education; reading specialist; visiting counselor; nurse.
[173] Music; art; health and physical education; reading specialist.
[174] Music; art; health and physical education; early childhood.
[175] Music; art; health and physical education; reading specialist; early childhood.
[176] Music; art; health and physical education; reading specialist; visiting counselor; early childhood; audiovisual specialist.
[177] Institutions listed offer various combinations of programs under the categories of language arts, foreign languages, sciences, social studies, special subjects and services, special education, and vocational education, as charted in *Teacher Education Bulletin* No. 69-1, January 1, 1969. Institutions offering graduate programs are approved for various combinations under the categories of administration, supervision, special education, school services, and intern programs, as charted in *Teacher Education Bulletin* No. 69-2, January 1, 1969.
[177a] Puerto Rico did not report for 1970. Listing is carried over from the 1967 Edition.
[178] Primarily for nuns of the Roman Catholic Diocese of Providence who will teach in the parochial schools.
[179] Areas of major academic preparation for the bachelor's degree include elementary, secondary, agriculture, business, distributive education, languages, home economics, industrial arts, language arts, mathematics, science, social science, trades and industries, art (K-12), health and physical education (K-12), librarian (K-12), and music (K-12).
[180] Special education; speech and hearing clinician.
[181] Speech and hearing clinician.
[182] Special education; instructional media.
[183] Instructional media.
[184] Scheduled for state accreditation visitation in 1969-70.
[185] Reevaluation visit for state accreditation completed in May 1969; decision pending at time of reporting.
[186] Agriculture; art; business; exceptional children; health and physical education; home economics; industrial arts and trades; music; speech arts; librarian; nurse.

APPENDIX

ADVISORY COUNCILS ON TEACHER EDUCATION
(Or Comparable Agencies in the States)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
ALABAMA	Council on Teacher Education	Voluntary; by State Department of Education	Representatives from all private and state colleges; State Department of Education; state organizations of superintendents, principals, and classroom teachers	Chairman	Yes
ALASKA	Professional Teaching Practices Commission	By law	9 — 5 classroom teachers, 1 principal, 1 superintendent, 1 representative of Office of Commissioner of Education, 1 representative of higher education		Yes
ARIZONA	Advisory Committee on Teacher Education and Certification	Appointed by State Superintendent and approved by State Board	13 — deans of state institutions, members of the profession, and State Department of Public Instruction	Chairman	Yes
ARKANSAS	Advisory Council on Teacher Education and Certification	Appointed by Commissioner of Education	44 — 16 representatives from colleges, 24 from public schools, 4 from TEPS Committee and State Education Association and State Department	Chairman	Yes
CALIFORNIA	Council on the Education of Teachers	By written agreement between State Superintendent and Council	185 (official membership)— representatives of institutions, professional organizations, school boards, and PTA	Secretary	Yes
	Teachers Professional Standards Commission	By law	13 — state superintendent (chairman); 7 certified public school employees, including at least 5 classroom teachers and 1 administrator; 5 faculty representatives of public and private colleges accredited for teacher education, at least 3 of whom are engaged in classroom teaching		
COLORADO	Colorado Commission on Teacher Education and Certification	Authorized and appointed by State Board of Education	13—Commissioner of Education, 2 laymen, 2 college faculty, 1 superintendent, 7 teachers	Secretary	Yes
CONNECTICUT	Advisory Board on State Certification of Teachers (created 1967; revised 1969)	By law; appointed by Governor	15 — 9 professionals, 3 local board members, 3 other electors	Consultant	Yes

ADVISORY COUNCILS ON TEACHER EDUCATION (continued)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
DELAWARE	Advisory Council on Teacher Education and Professional Standards	Voluntary; appointed by State Board of Education	33—12 teachers and administrators, 7 from colleges, 7 State Department of Public Instruction staff members, 6 nominated by professional organizations, 1 member at large	Ex-officio Executive Secretary	Yes
DISTRICT OF COLUMBIA	None				Yes
FLORIDA	Teacher Education Advisory Council	By law	49 — representatives of State Department of Education, each college and university, and the profession, PTA, school boards, laymen	Executive Secretary	Yes
GEORGIA	Council on Teacher Education (five standing committees)	By State Department of Education; approved by State Board of Education	71—representatives from professional organizations, State Department of Education, and teacher education institutions	Member of Executive Committee and serves as executive secretary	Yes
HAWAII	Teacher Education Coordinating Committee	Appointed by Superintendent of Public Instruction and Dean, College of Education, University of Hawaii	8		Yes
	Committee for Training, Certification and Evaluation	Appointed by Superintendent	12	Chairman	
IDAHO	Professional Standards Board	State Board of Education	Representatives of State Education Association, higher education, school trustees association, classroom teachers, State Department	Executive Secretary	Yes
ILLINOIS	State Teacher Certification Board	By law; appointed by State Superintendent on recommendation of teachers organizations	12	Secretary	Yes
INDIANA	Teacher Training and Licensing Commission	By law; one of Commissions of State Board of Education	7—6 appointed by Governor; State Superintendent is chairman	Ex-officio Member	Yes
IOWA	Advisory Committee on Teacher Education and Certification	By State Board and State Department of Public Instruction	28—representing the profession, public senior colleges, private senior colleges, Iowa Association of School Boards, Iowa Congress of Parents and Teachers, and Department of Public Instruction	Secretary and Consultant	Yes

ADVISORY COUNCILS ON TEACHER EDUCATION (continued)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
KANSAS	Advisory Council on Education	Voluntary	45 — representatives from all types of colleges and universities, superintendents, principals, School Boards Association, State Teachers Association (includes all TEPS), State Department of Public Instruction, State Board of Education	Ex-officio Secretary	Yes
	Professional Teaching Standards Advisory Board	By law; appointed by State Board of Education	31—representing all segments of the profession	Secretary	
KENTUCKY	Council on Public Higher Education	By law	15—9 lay members appointed by Governor, 6 nonvoting members who are presidents of the six state colleges and universities		Yes
	Advisory Committee on Teacher Education	Appointed by the Council	17—7 members from state colleges and universities, 3 from private colleges, state TEPS chairman, 5 from profession, 1 from State Department of Education	Secretary	
LOUISIANA	Advisory Committee on Teacher Education and Certification	Appointed by State Superintendent of Public Education	Representatives of public colleges, private colleges, State Teachers Association, Vocational Association, classroom teachers, State Department of Education, PTA, principals, superintendents, State University, and supervisors	Member	Yes
MAINE	Advisory Committee on Teacher Education and Certification	Appointed by State Board of Education	22—representatives from State Teachers Association, State Board of Education, School Boards Association, Governor's Advisory Committee on Education, representatives of all colleges approved by the state for teacher education, PTA, state legislature	Secretary and Nonvoting Member	Yes
MARYLAND	Professional Standards Board	Appointed by State Board of Education	15 — representatives of State Teachers Association, administrators, teachers, nonpublic schools, colleges, laymen; Assistant Superintendent for Certification and Accreditation	Member	Yes
	Teacher Education Advisory Council of Maryland	Appointed by State Board of Education	19 — representatives of state and local departments of education, colleges; and Assistant Superintendent for Certification and Accreditation	Ex-officio Member	

ADVISORY COUNCILS ON TEACHER EDUCATION (continued)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
MASSACHUSETTS	Professional Standards Advisory Board	Appointed by State Board of Education	13	Ex-officio Member	Yes
MICHIGAN	Advisory Committee on Teacher Education and Certification	Appointed by State Board of Education	33 — representing classroom teachers, principals, superintendents, state universities, state colleges, church-related colleges, liberal arts colleges, Catholic education, and State Department of Public Instruction	Secretary	Yes
MINNESOTA	Advisory Council on Professional Programs in Education	By State Board of Education	20—13 appointed by Minnesota Teacher Education Council; 7 by State Board. (One-year terms; all advisory committees expire on May 31 each year.)	Secretary	Yes
MISSISSIPPI	Advisory Council on Teacher Education and Certification	Appointed by Superintendent of Public Instruction	17 — representatives from all levels of education, including professional education, liberal arts, academic deans, college teachers, college presidents, special-subject field supervisors, school administrators, elementary and secondary classroom teachers, State TEPS	Executive Secretary	Yes
MISSOURI	Educational Conference	Created by State Department of Education	Presidents, deans of state colleges and universities		Yes
MONTANA	Teacher Supply Committee	Appointed by Superintendent of Public Instruction	Representatives from all levels of education, including professional education, liberal arts, academic deans, college teachers, special-subject field supervisors, school administrators, elementary and secondary classroom teachers; also representatives from State Education Association, PTA, and School Boards Association	Member	Yes
NEBRASKA	Council on Teacher Education	Voluntary; by State Department of Education	90—representing the State Education Association, private and public colleges, the University, PTA, various professional organizations, and State Department of Education	Secretary-Treasurer	Yes

ADVISORY COUNCILS ON TEACHER EDUCATION (continued)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
NEVADA	Advisory Committee on Certification	Extralegal; appointed by Superintendent of Public Instruction	9—all levels of education represented, including classroom teachers, superintendents, colleges of education, and State Department of Education	Chairman	Yes
	NSEA Advisory Committee	Appointed by NSEA Executive Secretary			
NEW HAMPSHIRE	Council on Teacher Education	By law	15—Commissioner of Education, presidents of the two state colleges, head of education department of University of New Hampshire, director of State Education Association, a layman, a superintendent of schools, a school board member, a representative of the independent colleges, 5 academic professors from state and private institutions		Yes
NEW JERSEY	State Board of Examiners	By law; appointed by State Board of Education	12—Commissioner of Education, Assistant Commissioner of Education, county superintendent, small city superintendent, city superintendent, high school teacher, elementary teacher, two college presidents, high school principal, elementary school principal, and a librarian	Secretary	Yes
NEW MEXICO	Council on Teacher Education	Cooperatively by State Board of Education and colleges	Directors of State Department of Education and one representative from each teacher education institution	Member and Adviser	Yes
	(State TEPS Commission and Professional Practices Commission appointed by the State Board were also reported as advisory.)				
NEW YORK	Advisory Board on Teacher Education, Certification, and Practice	Appointed by Commissioner; approved by State Board of Regents	12—Majority engaged in elementary and secondary teaching	Adviser (Commissioner appoints chairman from membership; secretary is Associate in Teacher Certification)	Yes

ADVISORY COUNCILS ON TEACHER EDUCATION (continued)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
NORTH CAROLINA	Advisory Council on Teacher Education	Superintendent of Public Instruction and State Board of Education	61 — including college presidents and deans, superintendents, principals, classroom teachers, state school board, PTA, State Education Association, State Department of Public Instruction	Chairman	Yes
NORTH DAKOTA	Legislative Committee, Council on Education		Representatives from all organizations	Member	Yes
OHIO	Advisory Council on Teacher Education and Certification	By State Board of Education	10—five from Ohio colleges and five from Ohio Education Association	Consultant	Yes
OKLAHOMA	Professional Standards Board	By law; appointed by State Board of Education	25 — representing State Department, OEA, teachers, administrators, higher education	Member	Yes
OREGON	Teacher Standards and Practices Commission	By law; appointed by State Board of Education	16—representing teachers, administrators, higher education	Consultant	Yes
PENNSYLVANIA	Advisory Committee on Teacher Education	Appointed by State Superintendent	Members of the State Department of Public Instruction and representatives from colleges, professional organizations, learned societies, classroom teachers, chief school administrators, and lay organizations including citizens groups and PTA	Chairman	Yes
PUERTO RICO	No report				No
RHODE ISLAND	Teacher Education and Certification Advisory Committee	Commissioner of Education	15 — representing different levels and areas of educational endeavor	Secretary	Yes
SOUTH CAROLINA	Advisory Council on Teacher Education	Authorized by State Board of Education	36—representatives of public schools and colleges. State Board of Education and supervisory personnel of State Department of Education are ex-officio members.	Chairman	Yes
SOUTH DAKOTA	Advisory Committee on Teacher Education and Certification	Authorized by State Board of Education; members recommended by agencies they represent and appointed by State Board of Education	Representatives of PTA, public and private colleges and universities, State Education Association, State Department of Public Instruction, public schools	Member	Yes

ADVISORY COUNCILS ON TEACHER EDUCATION (continued)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
TENNESSEE	Advisory Council on Teacher Education	By law; appointed by State Board of Education	60 — representatives of state colleges, private colleges, State Department of Education, State Education Association, school boards, PTA, school administrators, teachers	Secretary	Yes
TEXAS	State Board of Examiners for Teacher Examination	By law	14 — appointed by Commissioner of Education and State Board of Education, representing approved teacher education institutions, public school instructors, State Education Agency	Ex-officio Member and liaison official with State Board	Yes
UTAH	Advisory Committee on Certification	By State Board of Education			Yes
VERMONT	Teacher Education Advisory Committee	By State Department of Education; endorsed by State Board			Yes
VIRGINIA	Advisory Committee on Teacher Education	Appointed by State Superintendent of Public Instruction	15—representatives from various college departments and public school positions	Chairman	Yes
WASHINGTON	Advisory Committee on Teacher Education and Certification	Authorized by State Board of Education and appointed by State Superintendent of Public Instruction; nominated by institutions, agencies, and professional organizations	31 — representatives from teacher education institutions, junior colleges, administrators, classroom teachers school directors, and PTA	Chairman	Yes
WEST VIRGINIA	Advisory Council on Teacher Education	Functions through bylaws created by Advisory Council and approved by the State Board of Education	42 — representatives of State Department of Education, professional organizations (superintendents, principals, supervisors, and classroom teachers), and 17 colleges approved for teacher education	Ex-officio member and liaison official with State Board	Yes[a]
WISCONSIN	No Council.	State TEPS Commission serves the function.		Member	Yes
WYOMING	Professional Standards Board	Appointed by State Board	11—representing teachers, administrators, University of Wyoming, and State Department	Ex-officio Member	Yes

[a] For classroom teachers only; the Advisory Council serves as the statewide TEPS commission.